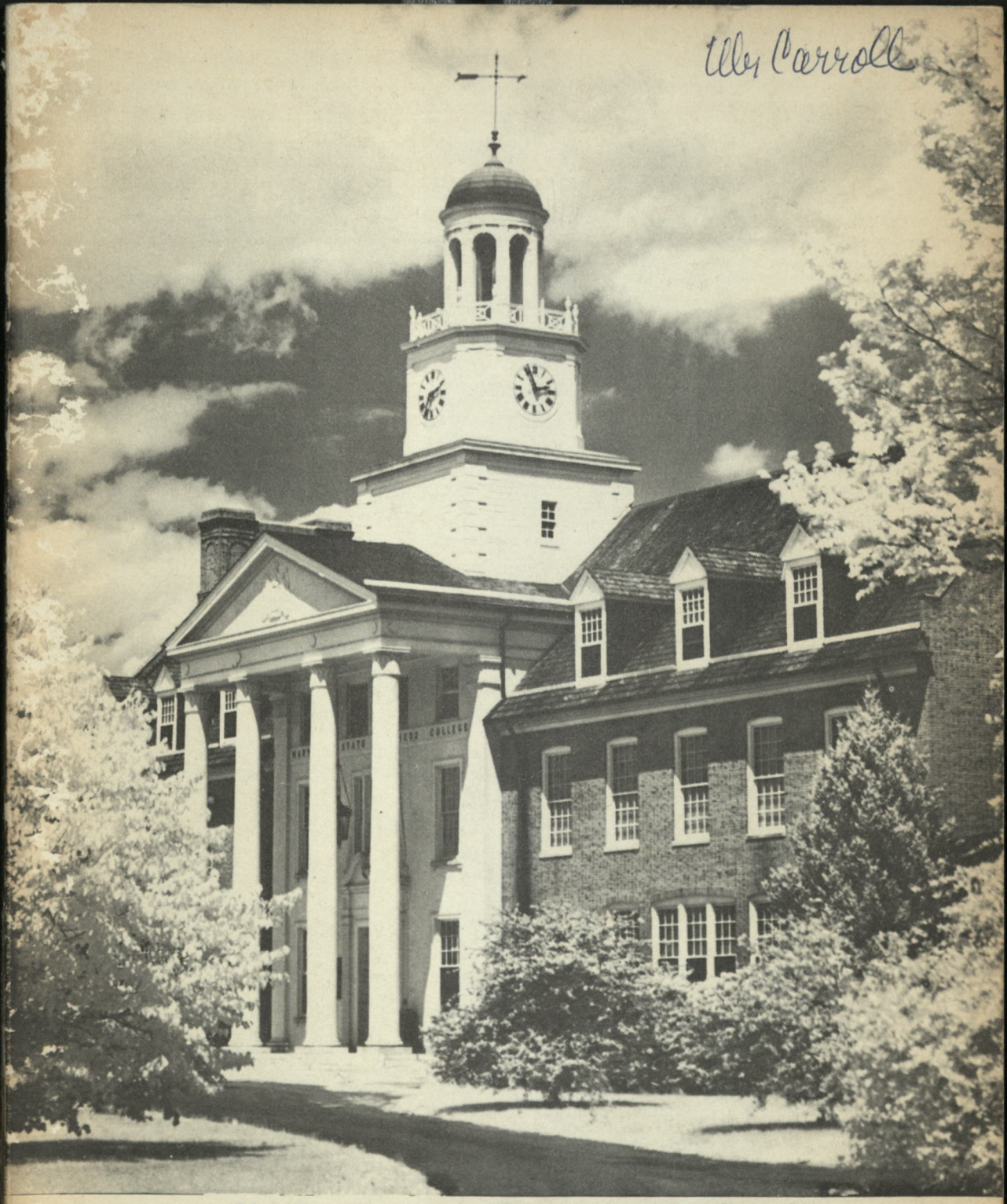

Salisbury State College

1967-1968 | Salisbury, Maryland

Salisbury State College

Catalog 1967 - 1968

Salisbury, Maryland

Calendar for 1967-1968

September	10, Sunday	Opening of Dormitories for Freshmen
	11, Monday	Freshmen Tests, 9 a.m. - 4 p.m., Auditorium
	12, Tuesday	Freshmen Registration, 9 a.m.
		Opening of Dormitories to upperclassmen, 3 p.m.
	13, Wednesday	Upperclassmen Registration, 9 a.m.
	14, Thursday	Classes begin for all students
November	4, Saturday	Alumni Homecoming
	10, Friday	Midsemester
	22, Wednesday	College closes for Thanksgiving holidays, 11:50 a.m.
	27, Monday	College classes resume at 8 a.m.
December	15, Friday	College closes for Christmas holidays at 11:50 a.m.
January	3, Wednesday	College classes resume at 8:00 a.m.
	17, Wednesday	Examinations begin
	27, Saturday	Examinations end
February	6, Tuesday	Registration for second semester
	7, Wednesday	Classes resume at 8:00 a.m.
March	30, Friday	Midsemester
April	10, Wednesday	College closes for Easter holidays at 11:50 a.m.
	16, Tuesday	Classes resume at 8:00 a.m.
May	22, Wednesday	Examinations begin
	31, Friday	Examinations end
June	2, Sunday	Baccalaureate, 3:00 p.m.
	3, Monday	Commencement, 10:30 a.m.

Calendar for 1968-1969

September	8, Sunday	Opening of Dormitories for Freshmen
	9, Monday	Freshmen Tests, 9 a.m. - 4 p.m., Auditorium
	10, Tuesday	Freshmen Registration, 9 a.m.
		Opening of Dormitories to upperclassmen, 3 p.m.
	11, Wednesday	Upperclassmen Registration, 9 a.m.
	12, Thursday	Classes begin for all students
November	2, Saturday	Alumni Homecoming
	8, Friday	Midsemester
	26, Tuesday	College closes for Thanksgiving holidays, 5:00 p.m.
December	2, Monday	College classes resume at 8 a.m.
	20, Friday	College closes for Christmas holidays at 11:50 a.m.
January	6, Monday	College classes resume at 8:00 a.m.
	15, Wednesday	Examinations begin
	25, Saturday	Examinations end
February	4, Tuesday	Registration for second semester
	5, Wednesday	Classes resume at 8:00 a.m.
March	28, Friday	Midsemester
April	3, Thursday	College closes for Easter holidays at 5:00 p.m.
	8, Tuesday	Classes resume at 8:00 a.m.
May	19, Monday	Examinations begin
	29, Thursday	Examinations end
June	1, Sunday	Baccalaureate, 11 a.m.
		Commencement, 3:00 p.m.

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MARGARET W. MALLERY	*Supervisor, Women's Residence Hall*
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THURLOW LEISTER	*Physical Plant Supervisor III*

Mrs. Isabel Brittingham, Supv. men's res. hall

Dr. Henry Beidle - college doctor

Faculty

WILBUR DEVILBISS, *President*
A.B., Western Maryland College
M.A., University of Maryland
Ed.D., The George Washington University
Ped.D., Western Maryland College

EARL T. WILLIS, *Dean of the College*
A.B., Washington College
M.A., Columbia University
Ed.D., The George Washington University

OREM E. ROBINSON, JR., *Dean of Students*
B.A., Washington College
M.Ed., University of Maryland

C. AUDREY STEWART, *Associate Dean of Students*
B.A., University of Maryland

GEORGE P. VOLENIK, *Assistant Dean of Students*
A.B., Ohio University
LL.B., Cleveland-Marshall Law School

GRACE S. CHAIRES, *Director of Library*
A.B., Washington College
B.S., Library Science, Drexel Institute
A.M., University of Michigan

DOROTHY L. POWELL, *Director of Admissions and Registrar*
B.A., University of Maryland

MARGARET M. HOPKINS, *Assistant Director of Admissions and Registrar*
B.S., Mary Washington College

MAURICE W. BOZMAN, Assistant Professor, *Education*
B.S., Salisbury State College
M.Ed., University of Maryland

SYLVIA S. BRADLEY, Instructor, *History*
B.S., M.Ed., Salisbury State College

W. FORREST BUCKLER, Assistant Professor, *Mathematics*
B.Ed., Eastern Illinois State College
A.M., University of Illinois

MACCURDY BURNET, Associate Professor, *English*
A.B., A.M., University of North Carolina

MARY GAY CALCOTT, Assistant Professor, *English*
A.B., Randolph-Macon Woman's College
M.A., University of Virginia

CLINTON CARROLL, Assistant Professor, *Art*
B.A., Lynchburg College
M.A., Longwood College

RUTH H. CLARK, Instructor, *French*
B.S., Salisbury State College
Diplome Superieure, L'Institut Britannique, Paris

DEANE E. DESHON, Assistant Professor, *Health and Physical Education*
B.S., Maine Maritime Academy
B.S., University of Maine
M.A., University of Maryland

ROBERT A. ELDERDICE, Professor, *English*
A.B., Western Maryland College
M.A., Brown University
Ph.D., University of Maryland

MANFRID P. ERNST, Instructor, *English*
B.A., Oberlin College
M.A., Washington University

EDNA E. ESTES, Professor, *Biology*
B.S., M.S., Ph.D., University of Alabama

EUGENE D. FARACE, Assistant Professor, *Geography*
B.S., Millersville State College
M.A., University of Maryland

VIVIAN FARLOW, Assistant Professor, *Biology*
B.A., Western Maryland College
M.A., University of Virginia

A. L. FLEMING, Associate Professor, *Economics*
B.S., Middle Tennessee State College
A.M., George Peabody College for Teachers

FRANCIS B. FLEMING, Associate Professor, *English*
A.B., Middle Tennessee State College
A.M., George Peabody College for Teachers

JESSIE L. FLEMING, Professor, *Music*
B.S., A.M., Ed.D., New York University

MAURICE C. FLEMING, Professor, *Education*
A.B., Western Maryland College
A.M., two Professional Diplomas and
Ed.D., Teachers College, Columbia University
Ph.D., New York University
LL.B., The George Washington University Law School

RALPH D. FORNEY, Instructor, *Physical Science*
A.B., Indiana University
M.S., Indiana State College

MARY LAURA FRANCIS, Professor, *French*
A.B., University of Delaware
A.M., Ph.D., The Johns Hopkins University

JAMES F. GLENN, Associate Professor, *Chemistry*
A.B., University of North Carolina
M.S., New York University

HARVEY N. HALL, Associate Professor, *Director of Teacher Education*
B.S., Washington College
M.Ed., Ph.D., University of Maryland

PEDRO CARLOS HARISPE, Assistant Professor, *Spanish*
B.S., The Johns Hopkins University
M.A., Middlebury College

FRANK E. HOGE, Associate Professor, *Physics*
B.S., Concord College
M.S., Ph.D., West Virginia University

JOSEPH D. JONES, Assistant Professor, *Mathematics*
B.S., Hampden-Sydney College
M.A., University of North Carolina

MILLARD G. LESCALLETTE, Professor, *History*
A.B., Western Maryland College
M.A., The Johns Hopkins University
Ph.D., University of Maryland

BENN MAGGS, Associate Professor, *Health and Physical Education*
B.S., East Stroudsburg State College
M.A., New York University

JOHN B. MAY, Professor, *Psychology*
B.S., M.S., Ph.D., University of Virginia

MARIUNA MORRISON, Assistant Professor, *Health and Physical Education*
B.S., Women's College of Georgia
M.Sc., West Virginia University

ROBERT OUDEMANS, Assistant Professor, *Geography*
B.A., M.Sc., Brigham Young University

A. NAYLAND PAGE, Associate Professor, *History*
B.A., M.A., Texas College of Arts and Industries
Ph.D., University of Oklahoma

LEROY F. PHILLIPS, Instructor, *Sociology*
B.A., Duke University

JACK A. RANSBOTTOM, Assistant Professor, *Biology*
B.S., Bowling Green State College
M.S., Michigan State University

ROSE R. SCHECK, Associate Professor, *Education*
B.S., West Chester State College
Ed.M., Ed.D., Temple University

PETER A. SELO, Assistant Professor, *History*
B.A., St. Mary's College of California
M.A., University of Pittsburgh

EDWARD T. SHAFFER, Associate Professor, *Chemistry*
B.S., Salisbury State College
Ph.D., University of Delaware

JUSTIN Y. SHEN, Professor, *Political Science*
B.S., St. John's University, Shanghai, China
M.A., Columbia University
Ph.D., University of Wisconsin

ROBERT E. SMITH, III, Assistant Professor, *English*
B.A., Washington and Lee University
M.A., The Johns Hopkins University

RUSSELL I. SMITH, Assistant Professor, *Education and Mathematics*
B.S., Mount Union College
M.S., Syracuse University

S. GOLDSBOROUGH TYLER, Assistant Professor, *Education*
B.S., Salisbury State College
M.S., Springfield College

VERNE L. VAN BREEMEN, Professor, *Biology*
B.S., Kletzing College
M.S., Ph.D., State University of Iowa

BEVERLY N. VARLEY, Instructor, *Spanish*
B.A., Carroll College

ARTHUR L. VOGELBACK, Professor, *English*
Ph.B., Wesleyan University
M.A., Columbia University
Ph.D., University of Chicago

ROBERT J. WESLEY, Assistant Professor, *Speech*
B.A., M.A., Wayne State University

FRANK D. WHITE, Associate Professor, *Mathematics*
A.B., Randolph-Macon College
M.Ed., Duke University

ALETHEA H. WHITNEY, Professor, *Health and Physical Education*
B.S., M.S., University of Tennessee
Ph.D., University of Michigan

RODNEY M. WILSON, Instructor, *Speech*
B.A., State College of Iowa
M.A., Kansas State University

CHARLES O. WINGO, JR., Instructor, *Biology*
B.S., M.S., Ohio University

DAN R. WINSLOW, Instructor, *Psychology*
B.S., East Carolina College

WILLIAM H. WROTEN, JR., Professor, *History*
A.B., Western Kentucky State College
M.A., University of Maryland
Ph.D., University of Colorado

MARGARET A. ZACHARIAS, Instructor, *English*
B.A., Western Maryland College
M.A., University of Arizona

RAY H. ZEIGLER, JR., Assistant Professor, *Music*
B.A., M.Ed., Pennsylvania State University

T. J. CARUTHERS CAMPUS SCHOOL

E. PAULINE RIALL, Associate Professor, *Principal*
B.S., A.M., Teachers College, Columbia University

GRACE A. AYERS, Assistant Professor, *Grade 5*
B.S., Salisbury State College
M.A., East Carolina State College

RUTH T. BENNETT, Assistant Professor, *Grade 2*
B.S., M.Ed., University of Maryland

JAMES R. FOCHT, Associate Professor, *Grade 6*
B.S., West Chester State College
M.S., University of Pennsylvania

MARY H. LAWRY, Assistant Professor, *Kindergarten*
B.S., Towson State College
M.A., Teachers College, Columbia University

ROBERTA B. MASON, Instructor, *Grade 1*
B.S., Salisbury State College

WILSIE G. SEABREASE, Assistant Professor, *Grade 3*
B.S., Salisbury State College
M.S., University of Maryland

LOUISE S. WHITE, Assistant Professor, *Grade 4*
B.S., M.A., University of Missouri

LIBRARY

GRACE S. CHAIRES, *Director of Library*
A.B., Washington College
B.S., Library Science, Drexel Institute
A.M., University of Michigan

NETTIE C. BENTLEY, *Librarian I*
B.A., Hood College
B.L.S., Columbia University School of Library Science

CONSTANCE C. SICKMUND, *Librarian I*
B.A., University of New Hampshire
B.S., Columbia University School of Library Science

MAY H. TRUITT, *Librarian I*
A.B., LL.B., University of Maryland
M.S., Columbia University School of Library Science

KEITH R. VAIL, *Librarian I*
A.B., Gettysburg College
M.S. in Library Science, University of North Carolina

RUTH H. DREWER, *Library Assistant*

GLADYS LEWIS, *Library Assistant*
Diploma, State Normal School, Salisbury

SALLIE D. PARKER, *Library Assistant*

ALLISON P. FRESHWATER, *Clerk Typist I*

ADMINISTRATION STAFF

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A. JANE BOGGS, *Clerk Typist II*
JUANITA F. BRITTINGHAM, *Secretary I*
REBECCA P. BRITTINGHAM, *Principal Account Clerk I*
JOAN L. CULVER, *Secretary I*
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REGINA R. TAYLOR, *Secretary II*
DRUCILLA L. VANDERWENDE, *Stenographer*
SARA MAE WILKINS, *Clerk Typist II*

Supervisors in Student Teaching Centers — 1966-1967

DORCHESTER COUNTY

Cambridge Junior High School
Philip Greenwell

North Dorchester Senior-Junior High School
William Wheatley

Academy Elementary School
Leona Corkran

WICOMICO COUNTY

Beaver Run Elementary School
Joyce Townsend

James M. Bennett Senior High School
Louise Howard
Sara Long
Carolyn Noble

James M. Bennett Junior High School
William Hensley
Evelyn Insley
Mary Jane Linn
Grant Mahan

East Salisbury Elementary School
Elizabeth Leutner

Fruitland Elementary School
Anna Lee Trader

Mardela Senior-Junior High School
Robert Denston

North Salisbury Elementary School
Stella Brittingham

Pemberton Elementary School
Willa Jean French

Prince Street Elementary School
Aline Harcum

Pittsville Senior-Junior High School
Nancy Banks
W. Wayne Burton
Jerome DuJordan

Wicomico Senior High School
Anna Doris Carey
Dalton Howard
J. Morris Jones
Ruth K. Messick
Malvin P. Minton
Sam L. Prillaman
David Sixbey
Samuel Walker
Helen Warren

Wicomico Junior High School
Russell Bozman
Joanne B. Cherry
Robert DeVaux
Robert Taylor

WORCESTER COUNTY

Pocomoke High School
J. Nelson Jester

Stephen Decatur High School
Betty Burbage

The College

ACCREDITATION

Salisbury State College is a four-year college accredited by the Maryland State Board of Education, the National Council for Accreditation of Teacher Education, and the Middle States Association of Colleges and Secondary Schools.

STATE SUPPORT

The College is an integral part of the system of public institutions of higher education in the State of Maryland. It is governed by the Board of Trustees of the State Colleges and is supported by Legislative appropriations. No tuition is charged Maryland residents for the teacher education program. In lieu of tuition payments, students from Maryland pledge themselves to teach two years in the public schools of the State immediately following graduation. Students enrolled in the arts and sciences program, however, are charged tuition.

HISTORY

The State Legislature in 1922 established a commission to determine a location for a two-year normal school on the Eastern Shore. A site at Salisbury was selected by the Commission, and the institution opened in September, 1925.

The school offered the two-year course for the preparation of elementary school teachers in Maryland until 1931 when the course of study was increased to three years. In 1934 the course of study was increased to four years and by action of the Legislature of 1935 the College was authorized to grant the bachelor of science degree and to change its name to the State Teachers College at Salisbury.

Until 1947 the College confined itself to the preparation of teachers for the elementary schools. In that year the college program was enlarged to include the preparation of teachers for general education at the junior high school level. In 1960 the State Board of Trustees authorized the College to extend its program to include the preparation of secondary school teachers and a four-year program in arts and sciences with majors in certain academic fields leading to the A.B. and B.S. degrees. In 1962 the State Board of Trustees approved a graduate program in education leading to the Master of Education degree in teaching.

In 1963 by legislative action the five State teachers colleges in Maryland were changed to State colleges with the word "teachers" deleted from the name and a new Board of Trustees was established known as the Board of Trustees of the State Colleges. The four-year program in the preparation of teachers for the elementary and secondary schools of the State, along with a four-year program in the arts and sciences, constitutes the major function of Salisbury State College.

PHILOSOPHY AND PURPOSES OF THE COLLEGE

The primary function of a college is to provide opportunities for the liberal education of men and women. Regardless of the practical or professional interest of the student, liberal education is concerned with the knowledge, skills, and standards which nourish the mind and spirit. In the words of Woodrow Wilson the "object of college is intellectual discipline and moral enlightenment." The degree, then, to which knowledge, skills, and standards are successfully combined makes it possible for the educated person to render his optimum contribution to effective citizenship and to life in the professions.

Although it is difficult to define the knowledge an educated man must have, there is general agreement that he should know a little about many things and much about something. To accomplish this, the College provides courses from each of the major divisions of knowledge — the humanities, the natural sciences, and the social sciences — and attempts to organize them with breadth of view and imagination. Beyond this broad knowledge every student is given an opportunity to delve deeply enough into at least one subject to taste its full flavor.

If there is disagreement concerning what knowledge an educated man should have, there is none concerning the skills. The basic requirement is the training of the intellect so as to think clearly. The aid to clear thinking is an inquiring mind — essential for scholars and for effective every-day living. To the skill of clear thinking must be added the art of self-expression in speech and in writing, for according to Alan Simpson, "a man is uneducated who has not mastered the elements of clean forcible prose and picked up some relish for style."

The standards by which the educated man is judged are those of excellence in intellectual and moral development and flexibility of mind in meeting the problems caused by social change. An important function of education is to assist the individual in resolving successfully his present and future problems. Thus, the appropriate combination of knowledge, skills, and standards should equip the student and citizen to act responsibly in a democratic society and to derive maximum intellectual, moral, and emotional satisfaction from living.

It is the principal purpose of the College to utilize effectively its total resources — faculty, curriculum, library and other physical resources in achieving the accepted educational goals. The program of the College serves two groups of students — those who desire a general (or a preprofessional) education and those who wish, in addition to this, the professional courses required to teach in the public schools of the State.

To meet these responsibilities the specific purposes of the College are based on three major premises:

1. That the College should provide in its general education program for all students a broad cultural background essential to citizenship in a changing democratic society.
2. That the four-year arts and sciences program should, in addition to providing broad cultural experiences, prepare the student for further academic and professional study or for greater effectiveness in a chosen field of employment.
3. That the College should provide the development of professional knowledge, techniques and attitudes essential to effective teaching.

Along with these major purposes the College recognizes and accepts its responsibility to serve the intellectual and cultural needs of the community in which it is located.

Specifically, to meet the needs of the two principal groups of students it serves, the College strives to provide opportunities for students to gain:

1. A knowledge and appreciation of the cultural heritage.
2. The ability to think clearly and to communicate one's thoughts, spoken and written, in clear, concise and literate English.
3. An understanding of the democratic ideal in our national heritage and its continuing role in our future political, economic and social development.
4. An understanding of the role of science in today's world and the potential it has for the advancement of mankind.
5. An appreciation of the fine arts and the desire to extend one's interests and understandings in these areas.
6. An understanding and acceptance of the civic role of the individual in the development and progress of government at the local, state and national levels.
7. The ability to make rational decisions on the basis of the best available information and with a minimum of prejudice and emotion.
8. An understanding of the ever increasing complexity and importance of human relations in the solution of local, national and international problems.
9. An understanding and acceptance of ethical standards in personal and social relations and in meeting professional responsibilities.
10. A desire to continue independently the enjoyment of pursuing one's intellectual interests.

11. Professional preparation in the following areas:
    (a) An understanding of the nature of the individual
    (b) Nature of the teaching-learning process
    (c) Purposes and functions of the school in society
    (d) Practice under direction of master teachers.

CAMPUS AND BUILDINGS

The College is located in Salisbury, Maryland, between Camden Avenue and Salisbury Boulevard at College Avenue on a campus of approximately sixty acres.

Holloway Hall The main building includes administrative offices, classrooms, social rooms, infirmary, an auditorium with a seating capacity for one thousand, and housing for women students.

Wicomico Hall This residence hall for men was completed in 1951 and was built to house one hundred students. In addition there is an apartment for the residence hall supervisor and a club and recreation room in the basement for the use of men students.

Pocomoke Hall This residence hall for men will be occupied for the first time when college opens in September, 1967. It was built to house one hundred students. In addition there is an apartment for the residence hall supervisor and a club and recreation room in the basement for the use of men students.

Manokin Hall This residence hall for women was completed in the spring of 1964. This hall is built to accommodate ninety-two students. In addition there is an apartment for the Supervisor of Residence Hall and club and recreation rooms.

T. J. Caruthers Campus School The elementary school, completed in 1955, is a modern school building including an auditorium, seven classrooms, gymnasium, library, health suite, kitchen and cafeteria, and administrative offices.

The T. J. Caruthers School in addition to providing directed teaching experience to the college students, offers a curriculum in terms of the needs, interests, and abilities of the children enrolled and sets up multiple activities which will further the professional understanding, growth, and development of prospective teachers in regular college courses. Its chief function is to provide a place where the best accepted procedures of teaching may be used and demonstrated by teachers appropriately trained, as well as specialists from the college faculty; where college students may participate in actual teaching situations; and where college students may observe, experiment, and do limited research work under expert guidance of the elementary school and college instructors.

Blackwell Library The college library is a modern, air-conditioned building containing approximately 60,000 bound volumes. The periodicals to which the library subscribes are a valuable supplement to the book collection. More than 300 are available, many of which are bound annually for use in research. Materials are available to the community for reference purposes.

The resources of the Library supplement the courses of study in the general education program of the College as well as the professional curriculum. All freshman students are given instruction in the use of the Library in Orientation and Composition. A special library manual has been prepared for this purpose.

Tawes Gymnasium A modern gymnasium with facilities for both men and women in physical education has been in use since September, 1961.

Musical Arts Center This building has been in use since September, 1965.

Memorial Student Union This building has been in use since September, 1966. It contains in addition to the main dining hall and kitchen, a snack bar, student lounges, post office, and bookstore.

Other Buildings A new maintenance building was built and occupied in 1964. In addition to the buildings listed, there are four houses on the campus. One serves as the President's residence. The other three are used for classrooms.

Admission

This College attempts to examine all aspects of the applicant's experience as it is related to success in the college program and profession chosen. Where there are indications of probable success, the applicant is advised of his acceptance. It is to be understood that students who matriculate assume the responsibility of adhering to the standards and regulations of the College. A student's applying for admission is in the opinion of the College tantamount to his acceptance of them and his pledge of loyalty to them.

IMPORTANT

The College reserves the right to change regulations, requirements and fees at any time. This bulletin is for information only and is not to be considered a contract between the student and the College. The College reserves the right to dismiss a student who fails to abide by its regulations and policies, when the administration feels it is in the best interest of the College and the student.

BOARD OF TRUSTEES OF THE STATE COLLEGES ADMISSION AND RELATED POLICIES

"I. Admission to the State Colleges shall be determined without regard to race, color, religion, or sex.

II. Admission: High school graduates

A. Admission shall be granted to graduates of high schools on the basis of grades, rank, admission test scores, and such other evidence, including the recommendations of appropriate high school officials, as may be deemed indicative of the ability of the applicant to complete a course of study in college leading to a degree.

B. No admission offer shall be made prior to receipt of a candidate's scores on the admission tests administered in the candidate's senior year or subsequent thereto, except as herein provided. Early admission may be offered to not more than a maximum of twenty percent of the anticipated enrollment in the freshman class. Such an offer shall be made only to an applicant of demonstrated superior scholarship and promise, as evidenced by his record through the junior year and by his performance on the admission tests administered in his junior year or subsequent thereto.

C. The tests to be used for admission purposes shall be the College Board Scholastic Aptitude Tests, effective with applicants for admission in September, 1967.

D. Admission prior to graduation from high school shall be conditional upon completion of the high school curriculum in a manner that would qualify the student to admission under paragraph A.

E. In the evaluation of academic credentials no preference shall be granted, as between residents of the State, upon the basis of their place of residence.

F. Completion of a college preparatory curriculum shall not be a condition of admission. High school graduates who have not followed a college preparatory curriculum, but whose grades, rank, and aptitude test scores indicate the potential to complete a college degree program, shall not be denied admission on that ground.

III. Admission: Non-graduates of high school

Admission shall be granted to applicants who are not high school graduates on the basis of high school equivalence examinations, the admission test scores, and such other evidence, including the recommendations of appropriate persons, as may be deemed indicative of the ability of the applicant to complete a course of study in college leading to a degree.

IV. Admission: Out-of-state and foreign students

A. A maximum of fifteen percent of the total student body at each college may be composed of out-of-state students and foreign students not resident in Maryland. However, the college will be expected to meet its obligations to qualified resident students before approaching the maximum enrollment of out-of-state and non-resident foreign students.

B. A foreign student not resident in the United States shall receive the same schedule of fees as a Maryland resident, provided, however, that he shall not receive free tuition in the teacher education program.

V. Admission: Determination of residence

In order to be considered a resident of Maryland for any given semester, it is necessary that:

(1) The applicant shall have been domiciled in the State of Maryland for at least six months immediately preceding the registration date for that semester.

AND

(2) The applicant, his parents, the person(s) in loco parentis, or the applicant's husband or wife, shall have been bona fide taxpayers to the State of Maryland for the six months immediately preceding the registration date, or shall be qualified voters at that date.

Residence in the State for the purpose of securing an education does not qualify an individual for classification as domiciled in Maryland.

The word domicile as used in this regulation shall mean the permanent place of abode. For the purpose of this rule only one domicile may be maintained.

A person stands in loco parentis to a child when he has put himself in the situation of a lawful parent by assuming the obligations incident to the parental relation without going through the formalities necessary to legal adoption. The determination of such status will be on a case by case basis. The college will look to who has custody or control of the child, who is financially supporting the child, and who has assumed general responsibility for his welfare.

Residential status shall be determined at the date of registration for every semester.

VI. Admission: Advanced undergraduate standing

A. An applicant for advanced undergraduate standing must present from a regionally accredited college or university or accredited by the Maryland State Department of Education, the last that he attended, a transcript and record showing he left in good standing. Credit shall be allowed for all courses that approximate the requirements of the particular college, or, if not offered at the college, are approved by the appropriate department of the college, or, in the absence of an appropriate department, by the Curriculum Committee of the college. No transfer credit shall be allowed for courses in which the applicant has earned a "D" or "F" grade. In all cases the applicant must spend the final year "in residence" at the college as a full-time student. Exemption from the above requirements may be granted on an individual basis by the President of the college, except that in no case shall transfer credit be allowed for courses in which the applicant has earned a "D" or "F" grade.

B. It is the policy of the Board of Trustees that every effort shall be made to facilitate the transfer of graduates from the community-junior colleges of the State of Maryland to the State Colleges. Such graduates who have pursued a transfer program and who have achieved an Associate in Arts Degree within four semesters in the case of full-time students, or the equivalent in the case of part-time students shall have priority over other transfer applicants for upper class standing. The equivalency of their credits shall be given a liberal interpretation. Nothing in this paragraph, however, shall be construed to allow transfer credit for courses in which the applicant has earned a "D" or "F" grade.

VII. Residence hall accommodations

Residence hall accommodations shall be assigned in conformity with the following priorities.

A. A student living beyond a twenty-mile radius of every State-supported four-year public institution of higher education shall be given preference for residence hall accommodations at any State College which accepts him.

B. A student living beyond a twenty-mile radius of a State College shall have preference for residence hall space at that College.

C. A student living within the twenty-mile radius of a College shall not be granted residence hall accommodations at that College until the demand for residence hall accommodations of students living beyond the twenty-mile radius has been met.

D. The foregoing policies shall be followed strictly, and any exceptions shall be reported by the President to the Board of Trustees with full justification and documentation.

VIII. Graduate Record Examinations

The Graduate Record Examinations shall be administered to all seniors."

"BOARD OF TRUSTEES OF THE MARYLAND STATE COLLEGES
TEACHER EDUCATION TUITION WAIVER PROGRAM AGREEMENT

To increase the number of qualified and certified teachers for the Public Schools of Maryland, the General Assembly of Maryland initiated a program of making tuition free under certain conditions on behalf of eligible students pursuing approved courses in teacher education at the State Colleges.

To be designated as an eligible student under this program, the student must be a resident of Maryland as defined in the Regulations and Bylaws of the Board of Trustees of the State Colleges, a citizen of the United States, regularly admitted to a State College, and enrolled as a full-time student, carrying not less than twelve semester hours of credit each semester.

It is a condition of this program that eligible students who receive waiver of tuition must agree to teach in the Public Schools of Maryland for a specified period of time immediately following graduation. It is a further condition of this program that the student and his parent, legal guardian, or other financially responsible person agree to make reimbursement to the State of Maryland of the amount of tuition fees waived by the State on the student's behalf in the event the student leaves the College for any reason before graduation or, after graduation, defaults in such Agreement to teach in the Public Schools of Maryland.

Other "General Conditions" associated with this plan of waiving tuition fee are attached hereto.

I, the undersigned student, being regularly enrolled in an approved teacher education curriculum at Salisbury State College and having been designated as eligible for waiver of tuition fee and desiring to accept the same in accordance with the terms and conditions thereof, do agree as follows: In consideration of my tuition in such curriculum at said institution being waived by the State of Maryland, during continuance by me of satisfactory academic progress toward a teacher education degree, I hereby agree to teach immediately upon my graduation in the Public Schools of Maryland under the terms specified in the "General Conditions" of this Agreement. And, I further agree that should I default in such Agreement to teach, I shall reimburse the State of Maryland in the full amount of tuition waived on my behalf.

And, I the undersigned parent, or legal guardian of said student, as a person financially responsible and executing this Agreement for and on behalf of such student, in consideration of waiver as above being made by the State of Maryland of the said student's tuition in the above-named State College, do hereby agree to reimburse the State in the full amount of tuition waived thereby on the student's behalf in the event that the student leaves the College for any reason before graduation or, after graduation, defaults in his Agreement to teach in the Public Schools of Maryland as herein specified.

And, we, each of the undersigned, acknowledge our joint and several responsibility under this Agreement, and hereby agree that the "General Conditions" of this Agreement, as hereinafter set forth, shall be taken and included as part thereof.

AS WITNESS our hands and seals this ..... day of ....., 19.....

.....
Signature of Parent, Legal Guardian, or other Financially Responsible Person

.....
Relationship to Student

.....
Address

.....
Signature of Student

.....
Age of Student

.....
Address of Student

.....
Student Number

.....
Social Security Number

"

"GENERAL CONDITIONS OF TEACHER EDUCATION TUITION WAIVER PROGRAM

1. A student must complete the requirements for a degree within a maximum of nine semesters and during each semester he is enrolled, he must be in good standing, as defined by the institution, to be eligible for participation in the Tuition Waiver Program. No such waiver will be made for part-time students. Continuation of this program is subject to continued approval and support of the General Assembly.

2. The term "tuition" shall mean that charge set forth as tuition at each State College by the Board of Trustees of the State Colleges.

3. A student on whose behalf tuition has been waived under the Tuition Waiver Program for a period in excess of one academic year shall be required to teach in the Public Schools of Maryland for at least two years immediately following graduation; a student on whose behalf tuition has been waived under the Tuition Waiver Program for a period of one academic year or less shall be required to teach in the Public Schools of Maryland for at least one year immediately following graduation.

4. The requirement that a student begin to teach immediately upon graduation is subject to a temporary waiver being granted by the President of the College, acting for the Board of Trustees of the State Colleges, for reasons of military service, for graduate study, and for other valid personal reasons offered and accepted in justification of postponement of such requirement. Such a waiver will be granted for a one-year period only, subject to an extension for valid reasons upon re-application for such extension. A new agreement fixing the time within which the student must begin to fulfill his teaching obligation shall be executed at the time such waiver is authorized by the State.

5. To be eligible for continuation or participation in the Tuition Waiver Program, a student must be in good standing as defined by the College.

6. A student, though continuing to be acceptable as a student in accordance with academic regulations, may in the judgment of the College be making unsatisfactory progress toward a teacher education degree and toward teacher certification. Such a student will be required to pay the tuition waived **if he chooses to continue to attend the College.**

7. A student on whose behalf tuition has been waived under the program who leaves the College or who is dismissed from the College and chooses to continue his education at another college or university will be required to make reimbursement of all such tuition before a transcript may be provided to the new institution. As an exception, the student may transfer to any institution in the State of Maryland with an education program approved by the Maryland State Board of Education without making such reimbursement, provided he continues his teacher preparation under a new agreement binding him to teach in the Public Schools of Maryland for the period and upon the terms specified in this Agreement. A copy of the completed new agreement must be received by the Registrar **before** the transcript is released.

8. A student on whose behalf tuition has been waived under the Tuition Waiver Program who elects to transfer out of the teacher education curriculum but remain within the College, will be required to make **immediate** reimbursement of at **least one-half of the total of all tuition waived.** In addition, the student must make arrangements with the College Business Office to make reimbursement of the balance due before the degree is conferred.

9. A student on whose behalf tuition has been waived under the Tuition Waiver Program, but who is later dismissed from the College, but subsequently seeks readmission thereto in a non-teacher education

curriculum will be required, prior to readmission, to make reimbursement to the State of all such tuition waived in his behalf by the State.

10. A student must maintain his status as a resident of Maryland, as defined in the regulations of the Board of Trustees of the State Colleges, to continue to be eligible for the Tuition Waiver Program.

11. Except as noted previously, a student on whose behalf tuition has been waived under the Tuition Waiver Program, who voluntarily leaves the College for any reason before graduation is to make reimbursement to the State for all such tuition waived unless a temporary waiver, not to exceed one year, is granted by the President of the College.

12. In the event of a recipient's death, the financial obligation incurred under the Agreement shall be waived."

ADMISSION PROCEDURE

Admission from Secondary Schools Application for admission to the freshman class of Salisbury State College should be made to the Director of Admissions and Registrar at the end of the first semester of the candidate's senior year. Students having earned all A's and B's in high school may apply at the end of the junior year, at which time a tentative acceptance may be granted. Blanks on which to apply and catalogues are available in the office of the Director of Admissions and Registrar. A catalogue can usually be found in the public school libraries, or the office of the college counselor.

Applicants are to fill in all blanks where personal data are requested and mail to the Director of Admissions and Registrar. Ask the principal or headmaster to enter the secondary record on Part III and mail the completed form to the Admissions Office. Applications for admission must be accompanied by a $10.00 application fee, which is not refundable. The notification of acceptance will be accompanied by a bill for $15.00, payable immediately. In the event that a student fails to enroll, the $25.00 shall be forfeited. Both fees, however, will be credited against charges due upon registration. Final action and admission is granted upon receipt of satisfactory final grades and graduation data.

All candidates for admission are required to take the College Board Scholastic Aptitude Test (SAT). A candidate should consult his college counselor for information as to the time and place. It is the applicant's responsibility to request the Testing Service to send scores to the Director of Admissions. Students should take the December administration of the SAT in the senior year.

In considering applicants more emphasis will be placed on scholarship than on a fixed subject pattern. However, students planning to attend college are encouraged to complete the academic curriculum in high school.

At least two years of one foreign language is recommended. Students are expected to complete a well-rounded program totaling 16 units and including the following:

Subject	*Units*
English	4
Mathematics	1
Social Studies	2
History of the United States	1
Science	2
Electives (fine arts and commercial subjects are accepted)	6
Total	16

(See Biology, Mathematics, and Physical Science majors, pp. 59-64)

Admission of Auditors, Special, and Unclassified Students Applications on which to apply are available in the office of the Director of Admissions. The blanks are to be completed by applicants and returned to the Admissions Office.

Readmission Students who withdraw from College and former students who wish to return to College must apply for readmission to the Director of Admissions and Registrar. Students who have been dismissed for scholastic or other reasons may petition the Committee on Admissions and Standards for reinstatement upon blanks provided by the office of Admissions and Registrar. The Director of Admissions and Registrar will present the applications to the Committee.

Admission by High School Equivalence Certificate Applicants over 19 years of age who are not high school graduates may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education and receiving the High School Equivalence Diploma. The procedure is the same as that for applicants applying from secondary schools.

Admission from Other Colleges and Universities Only students in good standing as to scholarship and conduct will be eligible for consideration.

After following the regular procedure for admission from secondary school, the applicant should request the registrar of each college or university attended to send an official transcript to the office of the Director of Admissions and Registrar, Salisbury State College, Salisbury, Maryland, 21801. Students who have taken SAT are requested to have scores sent to the Admissions Office. SAT will not be required for students who did not take SAT in high school if the student has completed at least one semester at an accredited college or university.

Transfer Students In addition to meeting regular admission requirements advanced standing is provisional until the student earns a C

average or higher at Salisbury State College. Courses completed at accredited institutions with a grade higher than the first passing level will be evaluated in terms of the degree requirements at this College. This College reserves the right at any time to revoke advanced standing if the student's progress is not satisfactory. The student's grade point average is computed on courses taken only at Salisbury.

A transfer student must satisfy all curriculum requirements and earn the last year of credit (thirty semester hours credit) at this College. If the applicant was graduated from a two- or three-year curriculum at one of the former Maryland State normal schools the requirements may be reduced to not less than one semester.

Health Applicants must meet acceptable standards of health and physical fitness. Each student admitted must present a doctor's certificate.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

(See Teacher Education Tuition Waiver Program Agreement and General Conditions of Teacher Education Tuition Waiver Program, pp. 22-26.)

VETERAN STUDENTS

Close contact is maintained between the Veterans' Administration and the College through the Registrar's office. Veterans who plan to use educational benefits under any of the G. I. Bills are assisted in the completion of papers necessary to insure registration and prompt subsistence payments.

All Veterans are required to furnish the office of the Registrar with a photostatic copy of their separation from active duty, Form DD214.

SELECTIVE SERVICE REGISTRANTS

All male students who are registered with their local Draft Board are responsible for completing SSS Form 109 (Revised 1-28-66), (1) at the beginning of the school year, and (2) at the end of the school year, and when a student discontinues his enrollment as a fulltime student or graduates, forms will be provided by the Office of the Registrar during the registration period in September. At the end of the year forms will be available in the Registrar's office. It is the student's responsibility to complete the necessary forms required by the Selective Service System.

College Expenses and Student Aid

EXPENSES

Tuition Maryland residents enrolled in the teacher education program who sign the Pledge to Teach pay no tuition. Tuition is waived by their pledging to teach in the public schools of Maryland at least two years immediately following graduation. (See Teacher Education Tuition Waiver Program Agreement and General Conditions of Teacher Education Tuition Waiver Program, pp. 22-26.) Those Maryland residents enrolled in the teacher education program who do not wish to sign the Pledge to Teach in Maryland public schools pay $200 per year for tuition.

Those Maryland residents who are registered in the arts and sciences program pay $200.00 per year for tuition.

For out-of-State students the tuition is $450.00 per year for enrollment in either teacher education or the arts and sciences program.

Room and Board All students residing in the dormitory pay $675.00 for room and board for the college year. Students living in off-campus housing are permitted to eat in the College Dining Hall. The board for the college year is $365.00. The charge for room and board beginning in September 1968, will be increased to $715.00 — $380.00, board; $335.00, room.

Dormitory rooms will not be held in reserve later than the evening of registration day unless written notification of late arrival is received.

Luncheon in the College Dining Hall is available at reasonable prices to day students.

Fees (Activities Fee) The sum of $30.00 is charged each full-time student for the student activities fee. This money is to be used for such activities as class social functions, student publications, dramatic productions, and specified projects duly authorized.

(Athletic Fee) The $25.00 athletic fee collected from each full-time student is assigned to the athletic department to meet expenses incurred in presenting a rounded athletic program at the College. These funds are used for expenses incurred in the transporting of athletic teams, the services of athletic officials, and in the purchase of consumable supplies for varsity and intramural sports as well as classroom equipment.

(Curriculum Fee) A curriculum fee of $10.00 per semester is charged all regularly enrolled full-time students.

(Graduation Fee) All candidates for the bachelor's degree must pay a $10.00 fee and candidates for the master's degree a $25.00 fee. It is used to pay for the student's diploma, and cap and gown rental.

Advance Payments Each applicant must pay an application fee of $10.00 and no application will be processed without this fee. It is recom-

mended that payment be made by check to Salisbury State College. When accepted, each applicant must make an advance payment of $15.00 in order to reserve a place in the College. Both the application and advance payment fees are applied to the total student fees due at time of registration. These fees are *not refundable.* All advance payments are sent to the office of the Director of Admissions and Registrar.

SUMMARY OF EXPENSES

Teacher Education	*Semester I*	*Semester II*	*Total Year*
Activities fee	30.00		30.00
Athletic fee	25.00		25.00
Curriculum fee	10.00	10.00	20.00
Board	182.50	182.50	365.00*
Room	155.00	155.00	310.00*
Tuition, Maryland residents signing the Pledge to Teach	00.00	00.00	00.00
Tuition, Maryland residents not signing the Pledge to Teach	100.00	100.00	200.00
Tuition, out-of-state residents	225.00	225.00	450.00
Graduation fee (Bachelor's degree)	10.00		10.00
(Master's degree)	25.00		25.00
Arts and Sciences			
Activities fee	30.00		30.00
Athletic fee	25.00		25.00
Curriculum fee	10.00	10.00	20.00
Board	182.50	182.50	365.00*
Room	155.00	155.00	310.00*
Tuition, Maryland residents	100.00	100.00	200.00
Tuition, out-of-state residents	225.00	225.00	450.00
Graduation fee (Bachelor's degree)	10.00		10.00

Advanced payments will be deducted from the above.

* The charge beginning in September 1968, will be increased to $335.00 for room and $380.00 for board.

Auditors, Part-Time, Special, and Unclassified Students Students in any of the four categories are charged $18.00 per semester hour credit, plus a registration fee of $5.00. Out-of-state students pay an additional fee of $15.00.

Payment to the College All payments to the College must be made at the time of registration. It is suggested that payment be made by check payable to "Salisbury State College." No student will be permitted to complete his registration without full payment of charges.

Miscellaneous Expenses—Books and classroom supplies are on sale in the College Bookstore. Approximately $75.00 per semester should cover this item of expense. Also, the regulation athletic uniform required of all students enrolled for physical education may be purchased at a minimum cost to the student.

Student Linen Service For a moderate fee (payable to the Gordon Davis Linen Supply Company) resident students may, at their option, contract with the Student Linen Service to provide two sheets, one pillow case, and three bath towels each week throughout the academic year.

Late Registration Fee Students preregistering and registering after designated time must pay a $5.00 late fee.

Change of Course Fee Students making changes in the schedule after the designated time must pay $5.00 for every change.

Group Insurance Accident insurance is available at reasonable rates to full-time students of the College. Parents are strongly urged to consider this offer of total coverage. Additional information is available upon request from the Dean of Students.

REFUNDS ON WITHDRAWAL

A student withdrawing from the College must complete the official withdrawal card and file it in the office of the Registrar. Refunds to students will be computed on the basis of the date his form is completed and filed with the Registrar. A student failing to comply with this regulation forfeits his right to a refund. A student who leaves the College or the dormitory at the request of the administration will forfeit all rights to a refund.

Students withdrawing from the College after completing registration shall not be entitled to the refund of any fees other than tuition, board, and room.

Day Students A *day student* who withdraws within two weeks after his official registration day is entitled to a refund of tuition for the semester minus $10.00. After the two-week period but prior to midsemester tuition is refunded on a half-semester basis. Students who withdraw after midsemester shall receive no refund of tuition.

Boarding Students A *boarding student* who withdraws from the College receives a refund of tuition in accordance with the regulations for day students. The refund of payment for room and board is subject to the following regulations:

1. A student who withdraws from the dormitory within two weeks after his official registration day will be charged for one week in excess of his residence in the College.
2. A student who withdraws from the dormitory on his own or his guardian's initiative, after the two weeks following registration and

before midsemester shall receive no refund of room and board for the first half of the semester. If the withdrawal occurs after the midsemester, there will be no refund of room and board paid for the entire semester.

3. A student who lives off campus and withdraws from college shall have a refund made on the same basis as an on-campus boarding student.

Auditors, Part-Time, Special, and Unclassified Students Refunds are computed from the time of official withdrawal on the following basis: Within the first two weeks following registration a complete refund less $10.00 will be made. After the first two weeks, no refund will be made.

LIABILITY FOR UNPAID TUITION — TRANSCRIPTS

See General Conditions of the Teacher Education Tuition Waiver Program, pp. 24-26.

LOAN AND SCHOLARSHIP FUNDS

Students who are Maryland residents and qualify for admission to the teacher education program at any one of the State colleges receive in effect a State scholarship covering tuition expenses. The State colleges are subsidized by the State and can afford students opportunities for higher education considerably below the actual cost. Those students who still find additional assistance necessary may investigate with personnel officers the opportunities for part-time work or for aid from the following organizational funds.

Delta Kappa Gamma Scholarship One scholarship of $150 is awarded each year to any high school girl desiring to prepare for elementary or secondary school teaching at Salisbury State College. Any student who has received this scholarship for one year must reapply for a continuation of the grant.

Edna M. Marshall Memorial Fund $25 to $150 per year is available with a maximum of $300 to any worthy junior or senior in an Education curriculum. Interest begins with graduation at the rate of four per cent. This fund was established in June, 1935, as a living tribute to Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933. Further information may be secured from the Chairman of the Committee.

Kiwanis Education Loan $350 is the maximum amount available and may be awarded to any student from Wicomico County who desires to attend Salisbury State College. This loan has a low rate of interest. If further information is desired, application should be made to the President of the Salisbury Kiwanis Club.

National Defense Student Loan Program The College participates in the National Defense Student Loan Program as established under the National Defense Education Act of 1958. The program is administered by a faculty committee and inquiries should be made to the Dean of Students.

Maryland Higher Education Loan Corporation Students enrolled or accepted for enrollment may obtain low-cost insured loans from private commercial lenders. Students apply for a loan directly to a bank and the loan is made directly to the student by the lender.

Salisbury Rotary Club Loan Fund The Salisbury Rotary Club maintains a fund from which qualified students from Wicomico County may borrow to assist in financing their college education. Inquiries should be directed to the President of the Salisbury Rotary Club.

Sico Foundation Scholarship The Sico Foundation of Mount Joy, Pennsylvania, provides scholarships for entering freshmen in Elementary Education who are legal residents of Cecil County, Maryland. These are four-year scholarships worth $300.00 per year. Inquiries should be directed to the high school guidance directors in Cecil County.

PART-TIME EMPLOYMENT

A limited amount of part-time employment is available in various departments of the College. For further information about these jobs, students should communicate with the Assistant Dean of Students, Salisbury State College.

While Salisbury State College does not prohibit outside employment, it is assumed that its curriculum requires substantially all the working time of its students. The period required for adjustment to college studies makes it particularly important that first-year students have no unnecessary distractions. Course requirements and scheduling of classes are based upon offering the soundest educational program, and exceptions cannot be made to accommodate interests students may have apart from their education.

Academic Regulations

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

See Teacher Education Tuition Waiver Program Agreement and General Conditions of Teacher Education Waiver Program, pp. 22-26.

GRADING SYSTEM

A five point grading system (A, B, C, D, F) is used to indicate quality of academic work. The letter A represents work of definitely superior quality and is reserved for the few outstanding students. It is distinctly the honor mark. B represents work of excellent quality by students whose work is definitely better than merely satisfactory. C represents work of satisfactory quality by that large group of substantial students whose work is clearly neither excellent nor unsatisfactory. D represents work not of satisfactory quality but that is above failure. F represents work not of acceptable quality.

A student who because of illness or other justifiable reason has not met the quantitative requirements of a course is assigned the grade of I, incomplete. An incomplete is not assigned merely for insufficient class attendance or for failure to complete assigned work. This grade automatically becomes an F if the outstanding work is not made up prior to midsemester of the next semester for which the student is enrolled. The student is responsible for completing this work and upon doing so will have the grade earned recorded on the permanent record. The scholastic average will not be computed until the incomplete is made up.

The student who withdraws from College after midsemester will receive a Withdrawn Passing or Withdrawn Failing. Instructors may assign grades of plus or minus value, but only the letter grade will be recorded and figured in the scholastic average.

POINT SYSTEM

The grade of A is assigned 4 quality points; B, 3; C, 2; D, 1; and F, 0. The scholastic grade point average is computed by multiplying the total number of semester hour credits of each letter grade by the appropriate quality points assigned and dividing the sum of the products by the total semester hour credits for which the student received final grades. Where permission is granted to repeat a course, the latest grade recorded will be used in computation of the scholastic average. A grade may be raised only by repeating a course at Salisbury State College.

The grade point average is computed on the basis of the semester and the college year as well as the cumulative record. These averages are

used in determining the student's progress, academic status, graduation, class standing, eligibility for merit awards, and for similar purposes. The grade point average of a student admitted with advanced standing is based only on that work taken at Salisbury.

STANDARDS OF WORK

Students in the College are expected to make satisfactory progress toward graduation from the program in which they are registered. Those who achieve a semester average of 3.25 (B^+) or above are placed on the Dean's List and recognized at an Honors Convocation. To remain in good standing students must maintain at least the following *cumulative* averages: Freshmen, at the end of the first semester 1.8, second semester 2.0; sophomores, juniors and seniors 2.0; and an average for *any given semester* no lower than the cumulative average specified for that particular class.

The records of students who fail to meet the minimum requirement for good standing are reviewed each semester by the Committee on Admissions and Standards to determine their probationary status and/or continuing in the College. *Probation indicates uncertainty on the part of the College as to the student's success.* Probation is lifted when the student shows satisfactory improvement in his work and fulfills the terms of his probation. Academic probation is not regarded as a punitive measure; rather the position is taken that if the conditions under which the student works are controlled, there is more assurance that he will be able to demonstrate whatever ability he may have to carry academic work satisfactorily. Consequently, students on academic probation are expected to work closely with their instructors and with their advisers in the discovery and solution of their difficulties.

Any student who fails to meet the terms of his probation or to pass more than one-half of the credits for which he is enrolled in any given semester or who accumulates 12 semester hour credits of failing grades shall be dropped from the enrollment of the College.

Students enrolled in teacher education will see Board of Trustees of the Maryland State Colleges Teacher Education Tuition Waiver Program Agreement and General Conditions of Teacher Education Tuition Waiver Program, pp. 22-26.

The personal development of each student is considered. *If the Committee on Admissions and Standards is convinced that a student does not have the personal and academic qualifications necessary for success, he may be asked at any time to withdraw from the College.*

Students enrolled in the arts and sciences program who are planning to transfer later to another college or university must obtain grades of C or better in order to have courses accepted for advanced standing. Teacher education students must meet successfully the scholastic requirements for admission to the professional courses of the third and fourth years. Evaluated along with the scholastic record are the many aspects of the student's personal characteristics.

For the purpose of self-evaluation on the part of the student, faculty members are requested to assess the quality of work being done by each student in their several classes at a designated point during the semester and report to the Dean of the College those who have achieved less than a C grade. Each student so reported is advised of his status in the particular class and is urged to discuss with his instructor the possible means of improving his work during the remainder of the semester. Freshmen are advised twice during the first semester, at the end of the fifth week and at the end of the tenth week. All other students are advised at midsemester. (See Calendar.) During the second semester all students are advised at midsemster.

A copy of the report to the student is sent to the parents. The purpose of this measure is to acquaint the parents with the scholastic regulations of the College and to keep them informed of their son's or daughter's progress. These grades are not recorded and represent only a tentative evaluation of the student's progress to that point.

COURSE LOAD

The normal course load for students is 15 to 18 semester hour credits. No student may carry more than 18 hours without special permission. A grade point average of 3.0 or higher in the preceding semester is the usual requirement for approval of a course load in excess of 18 hours. Requests for lighter or heavier course loads must be presented to the Dean of the College for approval. Students who are planning heavy work programs are required to carry lighter academic schedules.

CLASSIFICATION OF STUDENTS

Full-time students are classified according to the number of semester hour credits previously completed for determining class membership. The following means of grouping is employed: freshmen, 0-27; sophomores, 28-59; juniors, 60-91; seniors, 92 and above.

Students are classified as special when they are not matriculated for a degree and are enrolled for less than twelve semester hours of credit. Part-time students are those matriculated for a degree and enrolled for less than twelve semester hours of credit. Holders of degree working for certification or renewal of certificate are considered unclassified.

GENERAL REGULATIONS GOVERNING REGISTRATION

1. Students must preregister and register during period indicated in the calendar or pay a late registration fee. No student will be permitted to enroll for a full-time program after the first week of classes.
2. No student will receive credit for a course in which he is not properly registered.
3. The normal course load for students is 15 to 18 semester hour credits. Requests for lighter or heavier course load must be presented to the Dean of the College for approval. Students who are planning heavy work programs are required to carry lighter academic schedules. Students who are employed full-time may not register for more than six semester hour credits.
4. After the first week following registration no changes in registration are permitted.
5. The College reserves the right to discontinue any course or section thereof in which there is insufficient enrollment to justify its being offered.
6. Unofficial withdrawal from a course or from College will result in automatic failing grades. Forms for official withdrawal are available in the office of the Registrar. Official withdrawal becomes effective on the date the official withdrawal is filed with the Registrar.
7. With the approval of the Dean of the College students are allowed to withdraw from a course until midsemester. After midsemester withdrawal from a course carries the grade of F except in case of illness or some similar extenuating circumstance.
8. In order to guarantee academic and professional sequence of courses students are required to repeat a failure the next time the course is offered.
9. Each student should follow the college catalogue and be guided by degree requirements when making course selections. Faculty advisers are available for counsel and advice, but the *responsibility for satisfying degree requirements rests with the student.*

APPLICATION FOR ADMISSION TO THE ADVANCED TEACHER EDUCATION PROGRAM

The academic progress and personal qualities of all students are reviewed by the faculty during the fourth semester of matriculation to determine eligibility for admission to the third year of the teacher education curriculum. Forms are available in the office of the Dean of the College and must be filed during the fourth semester.

A student is not qualified to enter the professional program when (1) requirements in general education have not been fulfilled, (2) the *cumulative* grade point average is below that required for good standing, (3) the record contains failing grades in required courses, or (4) there is an accumulation of D grades.

The student is not admitted to student teaching if he has failures in required courses and/or the cumulative average is below 2.0.

GRADUATE RECORD EXAMINATION

The Graduate Record Examination shall be administered to all seniors.

APPLICATION FOR DEGREES

All candidates for the degree must, at the beginning of the final semester, make application on the appropriate form to the Registrar. A new application must be completed when a student finds it is necessary to postpone graduation.

CLASS ATTENDANCE

The College respects the classroom as the center of college life. Students are expected, accordingly, to attend classes with regularity. The attendance policy is published in the *Student Handbook.*

TRANSFER FROM ARTS AND SCIENCES PROGRAM TO TEACHER EDUCATION

Students who complete two years in the arts and sciences program and later wish to transfer to the teacher education program must make application for such a change. The appropriate form may be secured from the Dean of the College. The Committee on Admissions and Standards reviews the applications before approval is granted. The change of status will be made effective as of the next college year. In some instances such transfer may necessitate an additional semester in College to complete graduation requirements of the teacher education program.

LENGTH OF ATTENDANCE

Only in unusual cases may a student remain in the arts and sciences curriculum longer than eight semesters. Any requests for deviation from this plan must be submitted to the Committee on Admissions and Standards a month prior to the end of the semester. Maryland Teacher Education students refer to General Conditions of Teacher Education Tuition Waiver Program, pp. 24-26.

WITHDRAWAL FROM COLLEGE

Any student who finds it necessary to withdraw from College during any period of instruction must secure a withdrawal card from the Registrar,

secure the signature of the Dean of the College, the Dean of Students or Associate Dean of Students, and a parent or guardian if the student is under twenty-one years of age. When the student has signed this withdrawal card and filed it with the Registrar, the Business Office will be notified. Students residing in dormitories will be held responsible for checking out with the Supervisor of Residence. *A student failing to execute properly the official withdrawal card will forfeit the right to honorable dismissal and refunds.*

When a student withdraws after the midsemester, the instructor in each course will mark the class card at the time of withdrawal WP, indicating passing, or WF, indicating failing. The grades will be made a part of the permanent record.

TRANSCRIPTS

Transcripts of a student's record will be sent to other educational institutions and organizations only upon written request of the student concerned. One transcript will be issued free of charge. A fee of $1.00 will be charged for subsequent copies of the student's scholastic record. The fee must be paid before the transcript is issued. Official transcripts are not issued to the individual student or graduate. All financial obligations to the College must be met before a transcript is issued.

A Maryland student who withdraws from the teacher education program before graduation and requests a transcript must first reimburse the College for whatever education he has received tuition-free. (See General Conditions of Teacher Education Tuition Waiver Program, pp. 24-26.)

A Maryland student who upon graduation fails to fulfill the pledge to teach and does not secure a temporary waiver from the President shall make reimbursement to the State for all such tuition waived. (See Board of Trustees of the State Colleges Teacher Education Tuition Waiver Program Agreement, pp. 22-24.)

Student Life and Activities

ORIENTATION

Orientation is a two-way process involving the introduction of the College to the freshman and the freshman to the College.

At the opening of each new session, new students meet with college personnel and student leaders in informal discussions where information and ideas are exchanged about the college resources available to the student, and the student's role in the college community. In addition to the activities planned for the opening week of College, students are required to attend a series of group meetings designed to acquaint them with the objectives of the College and to the expectations it has of its students and to assist them in adjusting to their new responsibilities. The major objective of the Orientation Program is to assist the student in learning, as rapidly as possible, how he can realize his greatest potential academically, utilizing the resources of the College and making the most of his college career.

Each student is assigned an academic adviser who assists the student in scheduling and other curricular matters. Personal counseling is available through the offices of the Dean of Students.

HONORS

An Honors Convocation is held during the spring semester at which time public recognition is given to those students who have distinguished themselves in academic achievement and to those who have made outstanding contributions to the total life of the College.

RESIDENCE ACCOMMODATIONS

Holloway Hall and Manokin Hall are the women's residence halls on campus. Normally rooms are occupied by two students. In addition, lounge and study areas are provided.

Women residents should furnish a minimum of two mattress pads, four sheets, one pillow, two pillow cases, bath towels, hand towels, and wash cloths. Blankets, as desired, must be furnished by students. (Electric blankets are not permitted.)

In addition students may furnish curtains, scatter rugs, lamps, radio and record players. No other electrical appliance may be used unless approved by the residence supervisor.

Wicomico Hall and Pocomoke Hall are men's residence halls on campus. These halls provide accommodations for two men to a room. In addition, lounge, study and game areas are provided.

Men must furnish a minimum of two mattress covers, two mattress pads, four sheets, one pillow, two pillow cases, bath towels, hand towels, and wash cloths. Blankets must also be furnished except electric blankets which may not be used.

Curtains, rugs, lamps, radio and record players are permitted. No other electrical appliances may be used without permission of the residence supervisor.

A linen service is available to students whereby contracting with the Linen Supply Company for a moderate fee, two sheets, one pillow case and three bath towels will be provided each week. Otherwise, each student will be responsible for providing and laundering his own bathroom and bedroom linens. Facilities for personal laundry only are available in each dormitory.

Residence facilities are available to students only when college classes are in session.

HEALTH SERVICES

Medical advice and emergency treatment are available to all students. The professional staff of the Infirmary consists of the College Physician, two Registered Nurses and a Licensed Practical Nurse. The physician maintains office hours at the College and is on call at all times.

In the event of contagious diseases or acute illness parents are advised and are required to remove the student from the campus for the duration of the illness.

The College assumes no financial responsibility for illnesses requiring hospitalization, x-ray or special treatment; nor does it assume financial responsibility for injuries incurred on the athletic field or in any class. Students are urged to carry accident and hospital insurance. (See Group Insurance, page 31.)

STUDENT ACTIVITY FACILITIES

Holloway Hall The Student Center, located on the first floor of Holloway Hall, provides facilities for campus organizations to meet and a quiet area for study and reading for all students.

Memorial Student Union Building This building, located in the center of the campus, houses the Snack Bar, the Bookstore, the Post Office, the College Dining Hall and lounge areas. Available for student use at specified hours, the building is managed by an Advisory Board appointed by the Student Government Association and composed of students and administrative personnel.

VEHICLES

Provision is made for students to register vehicles with the College upon proper application. Decals are issued for display on registered vehicles. Parking areas are assigned at the time of issuing the decal, and students are responsible for using their assigned areas.

Resident freshmen are not permitted to have motor vehicles at the College during the freshman year. Resident sophomores, with a non-probationary cumulative 2.50 academic average, juniors, and seniors may have vehicles on campus in accordance with college policy. Resident men and women who are twenty-one years of age or older, who are not juniors or seniors, may request special vehicle privileges provided they are in good academic standing.

ORGANIZATIONS

Student Government Association The SGA is the authorized student governmental group and is composed of an executive committee and elected student representatives. Upon enrollment at Salisbury, each full-time student automatically becomes a member of the Association. The SGA Board coordinates and promotes the objectives set forth in the Constitution, and exercises fiscal autonomy in budgeting monies received from the student activity fee.

Athletic Associations Two athletic associations, the Men's Athletic Association and the Women's Athletic Association, in conjunction with the directors of physical education, plan the athletic activity of the College. Each group plans an inter-collegiate program and an intramural program. The sports which are engaged in by men are soccer, basketball, baseball, softball, volleyball, tennis, boxing, wrestling, track and gymnastics. Sports engaged in by women are hockey, basketball, volleyball, tennis, golf, and softball.

The athletic program of the College is financed by the athletic fee charged each student.

Religious Organizations Various denominational groups provide opportunity for spiritual growth for all students. The College cooperates with the local clergy to meet the demands of the students for spiritual association and activity. Some of the denominational organizations are:

Baptist Student Union
Canterbury Club
Lutheran Student Association
Newman Club
Wesley Foundation
Intervarsity Christian Fellowship

Circle K The Circle K Club is a service organization for college men sponsored by Kiwanis International. It is a leadership and character-building group which serves the campus and the community. The membership consists of male students of good character and good scholastic standing and is open to all who meet these general qualifications, subject to the by-laws of the organization.

Alpha Phi Omega Alpha Phi Omega is a service organization for college men dedicated to the purposes of developing leadership, promoting friendship, and providing service to others.

Membership is open to male students of good character and scholastic standing who desire to render service to others and have been associated in some capacity with the Boy Scouts of America.

Circulo Quijote This organization was formed in 1961 to provide an opportunity for more advanced study of various aspects of Spanish culture. A knowledge of the Spanish language is not a requisite for membership.

College Chorus Membership in the College Chorus is open to all students interested in singing. The repertoire of the organization consists of classical and semi-classical music, ranging from the old to the modern. From the regular mixed chorus, the Men's Chorus, the Ladies' Ensemble, and the Madrigal Singers are formed. Members of the latter two groups are selected by the Director. All four groups appear on many occasions both on and off the campus at the invitation of clubs in Eastern Shore communities. This organization has course status in that one-half credit per semester may be earned provided the student has properly registered and the class attendance policy is followed.

Cultural Affairs Committee The Cultural Affairs Committee, composed of faculty and student members, arranges a program of extraclass cultural experiences, bringing the students in lecture, concert, exhibit form, and informal discussion that which is significant in the arts, public affairs, education and science.

Concerts sponsored by the Salisbury Community Concert Association and by the Eastern Shore Symphony Society are presented each season in the college auditorium. A number of tickets is made available to college students wishing to attend these concerts.

Residence Hall Association All students living in the residence halls automatically become members of a Residence Hall Association. These associations provide for student self-government within the framework established by the College. Residence Hall Associations provide programs designed to implement the classroom by 1) establishing an atmosphere conducive to academic achievement; 2) encouraging health and recreation; 3) providing for group and individual social development; and 4) encouraging personal adjustment to problems of everyday life.

Evergreen The *Evergreen* is the college yearbook, published by a student staff and financed by funds from the student activities fee. The purpose of the publication is to present a summary of the year's activities and achievements.

Geographic Society The Geographic Society was organized in 1963 to stimulate interest in geography through discussion, lecture, research, and field trips beyond that which is available in the classroom. The Society also operates a tutorial service and periodically presents programs of general interest. Membership is open to geography majors and minors and to students who have completed twelve semester hours in geography. Students are notified of eligibility by the Society.

Holly Leaf The *Holly Leaf,* the college newspaper, is published by a student staff and financed through the student activities fee. The frequency of publication is determined at the start of each year.

Phi Alpha Theta The Eta-Iota Chapter of the national honor society in history was established in 1959 to serve the needs of those students who have maintained a high scholastic average and who are interested in the further study and teaching of history. Membership is restricted to juniors and seniors; notification of eligibility is given by the organization to prospective members.

Photography Club The Photography Club has as its purpose the development of interest and skill in the various aspects of photographic art. On request it serves all campus organizations in making photographic records of major events. Regular monthly meetings are built around demonstrations and discussions of the use of the camera. A dark room is maintained by the Club for members wishing to perfect their photographic skills.

Student Life Committee The Student Life Committee, a committee of the SGA, plans and provides a balanced program of social activity both formal and informal. It initiates the framework of a year-long schedule of events, part of which it sponsors and part of which it assigns by mutual agreement to various organizations on the campus. Through the maintenance of standards for college social functions, this Committee partially implements the social competence program of the College.

Sophanes Players The student dramatic organization, the Sophanes Players, is responsible for producing campus theatre. Any student in the College may become a member.

Student National Education Association The Student NEA is open to all students of the College. Its primary function is the presentation of programs concerning topics on education not ordinarily presented in classes. The Association also involves itself in the social activities of the College. This Association is affiliated with the Student Maryland State Teachers Association and the Student National Education Association.

College Curricula

The College offers three curricula — Elementary Education, Secondary Education, and Arts and Sciences — with programs leading to the A.B., or B.S. degree. In the Education curriculum majors are provided in Biology, English, French, History, Geography, Mathematics, Social Science, and Physical Science. In the Arts and Sciences the following majors are available, Biology, English, French, History, Geography, Mathematics, and Social Science. In each curriculum *fifty-two* semester hours of the *one hundred twenty-eight* required for the degree are in prescribed general education courses. *Fifteen* additional hours in general education are required in the elementary education curriculum.

GENERAL EDUCATION REQUIREMENTS

(For All Students)

	Semester Hours
Art:	
100, History and Appreciation	2
English:	
101-102, Composition	6
201, English Literature	3
302, American Literature Since 1850	3
Speech:	
100, General Speech	2
Mathematics:	
103, Fundamental Concepts I or Mathematics 101, 102, 104, or 213	3*
Music:	
104, Literature I	2
Physical and Health Education:	
Physical Education 101-102, Conditioning and Sports	2
Health 102, Physiology	2

* Except for majors in Biology, Mathematics and Physical Science who will substitute other mathematics courses.

Psychology:

201, General	3

Science:

Biology 101-102, Principles of Life Science	6
Science 201-202, Physical	6*

Social Science:

History 101-102, World Civilizations	6
and *6* additional hours of Social Science from the following: History, Economics, Political Science, Anthropology, and Sociology	6**

* Except for majors in Biology, Mathematics and Physical Science who will substitute other science courses.

** Students in Elementary Teacher Education are required to take History 201-202.

ELEMENTARY EDUCATION

Fifteen hours of general education, in addition to the *fifty-two* hours required of all students, must be taken in the elementary education curriculum. Those are distributed as follows:

Art 200, Applied Art	2
Geography 201-202, Elements	6
Mathematics 104, Fundamental Concepts II or Mathematics elective	3
Music 202, Fundamentals	2
Physical Education 201-202, Activities	2
Total	15

In addition to the *sixty-seven* hours in general education, *thirty* hours in professional education are required as follows:

Education 300, Development and Learning	3
Education 301, The Elementary School	3
Education 305, The School in Society	3
Education 315, Method in the Elementary School	4
Education 316, Reading in the Elementary School	2
Education 401-402, Directed Teaching in the Elementary School	12
Education 409, Elementary School Practicum	3

The remaining *thirty-one* hours in the elementary education program are to be used to strengthen the liberal education of the prospective teacher and to provide elective hours for developing an academic concentration. If the requirement of *twelve* hours in one foreign language and an academic major are met, the A.B. degree is awarded; otherwise, the B.S. degree. Students in elementary education are encouraged to elect foreign language to broaden their general education and to be able to participate in language programs in the public elementary schools. With guidance of the faculty adviser, electives may be taken in several subject matter fields; or, concentration in a major may be followed.

ELEMENTARY EDUCATION

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 103, Fundamental Concepts I	3	Mathematics 104, Fundamental Concepts II OR Mathematics Elective	3
Art 100, History and Appreciation	2	Speech 100, General Speech	2
Music 104, Literature I	2	Health 102, Physiology	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	17		17

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
Geography 201, Elements	3	English 201, English Literature	3
History 201, History of the United States	3	Geography 202, Elements	3
Psychology 201, General	3	History 202, History of the United States	3
Science 201, Physical	3	Science 202, Physical	3
Physical Education 201, Team and Individual Sports	1	Physical Education 202, Team and Individual Sports	1
Electives	3	Electives	3
	16		16

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Art 200, Applied Art	2	Education 301, The Elementary School	3
Education 300, Development and Learning	3	Education 315, Method in the Elementary School	4
Education 305, The School in Society	3	Education 316, Reading in the Elementary School	2
Music 200, Fundamentals	2	English 302, American Literature since 1850	3
Electives	6	Electives	3-6
	16		15-18

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Education 401-402, Directed Teaching in the Elementary School	12	Electives	15-16
Education 409, Elementary School Practicum	3	OR	
	15	Education 401-402, Directed Teaching in the Elementary School	12
OR		Education 409, Elementary School Practicum	3
Electives	15-16		15

SECONDARY EDUCATION

Students preparing to teach in the secondary schools will meet the requirements of a major and *twenty-two* hours in professional education in addition to the general education requirements. The major selected should be the subject the student proposes to teach. To be certified in two subjects the program should be planned accordingly. For Maryland certification a minimum of *twenty-four* hours in each teaching subject is required.

Minimum requirements in the professional program are as follows:

Education 300, Development and Learning	3
Education 305, The School in Society	3
Education 306, Principles of Secondary Education	3
Education 333, English in the Secondary School Education 334, Social Studies in the Secondary School Education 335, Mathematics in the Secondary School Education 336, Science in the Secondary School	3
Education 410, Directed Teaching in the Secondary School	8
Education 432, Measurement and Evaluation	2
Total	22

Arts and Sciences Beyond the fifty-two semester hours required in general education the student in arts and sciences will elect a major from the following fields: Biology, English, French, History, Geography, Mathematics, or Social Science. Selection of a major will be made with the guidance of a faculty adviser. In addition to meeting major requirements, the student's plan of free electives must be approved by the adviser and the chairman of the department in which the major is taken.

Requirements for Majors Each student in the secondary education curriculum and in the arts and sciences curriculum must elect a major and meet the specific requirements prescribed by the particular department. An application and a plan of study for the major must be presented for approval not later than the second semester of the sophomore year except for those who major in mathematics or science. Those who elect a major in either mathematics or science will do so immediately upon registration for the freshman year. To enter and continue into the junior and senior years of college a student must maintain a minimum academic average of C (2.0). Likewise, a minimum average of C must be maintained in the major to fulfill requirements for graduation.

English

Requirements for the Bachelor of Arts degree with a major in English include satisfactory completion of *thirty-five* hours in English and *twelve* hours in one foreign language. Requirements are as follows:

English 101-102, Composition	6
Speech 100, General Speech	2
English 201-202, English Literature	6
English 302, American Literature since 1850	3
And *eighteen* hours of upper division courses in English approved by the departmental adviser and including the following: English 301, American Literature to 1850 English 412, Recent Developments in the Study of the English Language	18
Total	35

SECONDARY EDUCATION: MAJOR IN ENGLISH

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Health 102, Physiology	2
Mathematics	3	Language	3
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		17

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	English 202, English Literature	3
Social Science	3	English 301, American Literature to 1850	3
Language	3	Social Science	3
Psychology 201, General	3	Language	3
Science 201, Physical	3	Science 202, Physical	3
Speech 100, General Speech	2	Elective	3
	17		18

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 302, American Literature since 1850	3	Education 300, Development and Learning	3
English 412, Recent Developments in the Study of the English Language	3	English Electives	3-6
Education 305, The School in Society	3	Electives	6-9
Electives	6-9		15-18
	15-18		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English Electives	6-9	Education 306, Principles of Secondary Education	3
Electives	9	Education 333, English in the Secondary School	3
	15-18	Education 410, Directed Teaching in the Secondary School	8
OR		Education Elective	2
Education 306, Principles of Secondary Education	3		16
Education 333, English in the Secondary School	3	OR	
Education 410, Directed Teaching in the Secondary School	8	English Electives	6-9
Education Elective	2	Electives	9
	16		15-18

ARTS & SCIENCES: MAJOR IN ENGLISH

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Health 102, Physiology	2
Mathematics	3	Language	3
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		17
	18		

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	English 202, English Literature	3
Social Science	3	Social Science	3
Language	3	Language	3
Psychology 201, General	3	Science 202, Physical	3
Science 201, Physical	3	Speech 100, General Speech	2
Elective	3	Elective	3
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 301, American Literature to 1850	3	English 302, American Literature since 1850	3
English 412, Recent Developments in the Study of the English Language	3	English Elective	3
English Elective	3	Electives	9-12
Electives	6-9		15-18
	15-18		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English Electives	6	English Electives	6
Electives	9-12	Electives	9-12
	15-18		15-18

Geography

Requirements for the Bachelor of Arts degree with a major in Geography include satisfactory completion of *thirty* hours in Geography and *twelve* hours in one foreign language. Requirements are as follows:

Geography 201, Elements	3
Geography 202, Elements	3
History 201-202, History of the United States	6
24 hours in upper division geography courses approved by the departmental adviser	24
Total	36

SECONDARY EDUCATION: MAJOR IN GEOGRAPHY

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics	3	Health 102, Physiology	2
Language	3	Language	3
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		17

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	Geography 202, Elements	3
Geography 201, Elements	3	History 202, History of the United States	3
History 201, History of the United States	3	Language	3
Language	3	Science 202, Physical	3
Psychology 201, General	3	Geography Elective	3
Science 201, Physical	3	Speech 100, General Speech	2
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 302, American Literature since 1850	3	Education 300, Development and Learning	3
Education 305, The School in Society	3	Geography Electives	6
Geography Electives	6	Electives	6-9
Electives	3-6		15-18
	15-18		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Geography Electives	9	Education 306, Principles of Secondary Education	3
Electives	6-9	Education 334, Social Studies in Secondary School	3
	15-18	Education 410, Directed Teaching in the Secondary School	8
OR		Education Elective	2
Education 306, Principles of Secondary Education	3		16
Education 334, Social Studies in Secondary School	3	OR	
Education 410, Directed Teaching in the Secondary School	8	Geography Electives	9
Education Elective	2	Electives	6-9
	16		15-18

ARTS & SCIENCES: MAJOR IN GEOGRAPHY

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics	3	Health 102, Physiology	2
Language	3	Language	3
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		17

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
Geography 201, Elements	3	Geography 202, Elements	3
English 201, English Literature	3	History 202, History of the United States	3
History 201, History of the United States	3	Language	3
Language	3	Science 202, Physical	3
Psychology 201, General	3	Speech 100, General Speech	2
Science 201, Physical	3	Elective	3
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 302, American Literature since 1850	3	Geography Electives	6
Geography Electives	6	Electives	9-12
Electives	6-9		15-18
	15-18		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Geography Electives	6	Geography Electives	6
Electives	9-12	Electives	9-12
	15-18		15-18

History

Requirements for the Bachelor of Arts degree with a major in History include satisfactory completion of *thirty* hours in History, *six* hours in Social Science (other than History), and *twelve* hours in one foreign language. Requirements are as follows:

History 101-102, World Civilizations	6
History 201-202, History of the United States	6
History 330, Proseminar in History	3
Social Science (other than History)	6
15 hours in upper division history courses approved by the departmental adviser	15
Total	36

SECONDARY EDUCATION: MAJOR IN HISTORY

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Language	3
Mathematics	3	Health 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		17
	18		

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	History 202, History of the United States	3
History 201, History of the United States	3	Social Science (other than History)	3
Social Science (other than History)	3	Language	3
Language	3	Science 202, Physical	3
Psychology 201, General	3	Speech 100, General Speech	2
Science 201, Physical	3	Elective	3
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 302, American Literature since 1850	3	Education 300, Development and Learning	3
Education 305, The School in Society	3	History Elective	3
History Electives	6	Electives	9-12
Electives	3-6		15-18
	15-18		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
History Electives	6	Education 306, Principles of Secondary Education	3
Electives	9-12	Education 334, Social Studies in Secondary School	3
	15-18	Education 410, Directed Teaching in the Secondary School	8
OR		Education Elective	2
Education 306, Principles of Secondary Education	3		16
Education 334, Social Studies in Secondary School	3	OR	
Education 410, Directed Teaching in the Secondary School	8	History Electives	6
Education Elective	2	Electives	9-12
	16		15-18

ARTS & SCIENCES: MAJOR IN HISTORY

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Language	3
Mathematics	3	Health 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		17
	18		

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	History 202, History of the United States	3
History 201, History of the United States	3	Social Science (other than History)	3
Social Science (other than History)	3	Language	3
Language	3	Science 202, Physical	3
Psychology 201, General	3	Speech 100, General Speech	2
Science 201, Physical	3	Elective	3
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 302, American Literature since 1850	3	History Elective	3
History Elective	3	Electives	12-15
Electives	9-12		15-18
	15-18		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
History Electives	6	History Elective	3
Electives	9-12	Electives	12-15
	15-18		15-18

Languages

FRENCH

Requirements for the Bachelor of Arts degree with a major in French include satisfactory completion of *thirty-three* hours in French, *eighteen* hours in prescribed courses in English, and *eighteen* hours in prescribed courses in history and geography. French 101, 102, Elementary French, may not be counted toward the major, but may be counted as an additional elective. Students who plan to major in French will need to elect French their freshman year in order to obtain the proper sequence of courses. Requirements are as follows:

French 201, 202, Advanced French Readings	6
French 401, Advanced French Grammar and Composition	3
French 402, Advanced Oral Practice and Phonetics	3
French 410, Independent Readings in French Literature	3
And *eighteen* hours of additional French courses, of which six may be French 111, 112, Intermediate French. The remaining 12 hours, or, alternatively, all 18 hours will be chosen from the 300 level	18
Total	33

Also:	English 202, English Literature	3
	English 412, Recent Developments in the Study of the English Language	3
	History 201, 202, History of the United States	6
	Geography 201, 202, Elements	6
	Total	18

SECONDARY EDUCATION: MAJOR IN FRENCH

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
French 101, 111, or 201	3	French 102, 112, or 202	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics	3	Health 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		17
	18		

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	English 202, English Literature	3
French 111, 201, or from 300 group	3	French 112, 202, or from 300 group	3
Geography 201, Elements	3	Geography 202, Elements	3
History 201, History of the United States	3	History 202, History of the United States	3
Psychology 201, General	3	Speech 100, General Speech	2
Science 201, Physical	3	Science 202, Physical	3
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
French 201 and/or from 300 group	6-9	Education 300, Development and Learning	3
Education 305, The School in Society	3	English 302, American Literature since 1850	3
Electives	6-9	English 412, Recent Developments in the Study of the English Language	3
	15-18	French 202 and/or from 300 group	6-9
			15-18

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
French 401, Advanced Grammar and Composition	3	Education 306, Principles of Secondary Education	3
French 402, Advanced Oral Practice and Phonetics	3	Education 337, French in the Secondary School	3
French 410, Independent Readings in French Literature	3	Education 410, Directed Teaching in the Secondary School	8
Electives	6-9	Education Elective	2
	15-18		16

Alternatively, the semesters of the senior year may be reversed.

ARTS & SCIENCES: MAJOR IN FRENCH

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
French 101, 111, or 201	3	French 102, 112, or 202	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics	3	Health 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		17

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	English 202, English Literature	3
French 111, 201, or from 300 group	3	French 112, 202, or from 300 group	3
Geography 201, Elements	3	Geography 202, Elements	3
History 201, History of the United States	3	History 202, History of the United States	3
Psychology 201, General	3	Speech 100, General Speech	2
Science 201, Physical	3	Science 202, Physical	3
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
French 201 and/or from 300 group	6-9	English 302, American Literature since 1850	3
Electives	9-12	English 412, Recent Developments in the Study of the English Language	3
	15-18	French 202 and/or from 300 group	6-9
		Electives	3-6
			15-18

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
French 401, Advanced Grammar and Composition	3	French 410, Independent Readings in French Literature	3
French 402, Advanced Oral Practice and Phonetics	3	Electives	12-15
Electives	9-12		15-18
	15-18		

SPANISH

Although a major is not offered in Spanish, a student may elect as many as *twenty-four* hours in Spanish.

Mathematics

Requirements for the Bachelor of Science degree with a major in Mathematics include satisfactory completion of *twenty-six* hours in Mathematics courses beyond 100 level approved by the departmental adviser. A minimum of three years of college preparatory Mathematics is required for admission to this program. Requirements for the Bachelor of Arts degree include, in addition, *twelve* hours in one foreign language. Requirements are as follows:

Mathematics 201-202, Calculus	8
Mathematics 301, Modern Algebra	3
Mathematics 401, College Geometry	3
12 hours in courses in Mathematics approved by the departmental adviser	12
Total	26

Note: Physics 101-102 is required in lieu of Science 201-202 in general education requirements for the major in Mathematics.

SECONDARY EDUCATION: MAJOR IN MATHEMATICS

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 118, Mathematical Analysis	5	Mathematics 119, Mathematical Analysis	5
Art 100, History and Appreciation	2	Physical Education 102, Conditioning and Sports	1
Physical Education 101, Conditioning and Sports	1	Speech 100, General Speech	2
Orientation to College	0		17
	17		

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	Health 102, Physiology	2
Social Science	3	Social Science	3
Language or Elective	3	Language or Elective	3
Mathematics 201, Differential Calculus	4	Mathematics 202, Integral Calculus	4
Physics 101, General	4	Music 104, Literature I	2
	17	Physics 102, General	4
			18

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Education 305, The School in Society	3	English 302, American Literature since 1850	3
Language or Elective	3	Education 300, Development and Learning	3
Mathematics 303, Fundamentals of Modern Mathematics	3	Language or Elective	3
Mathematics Elective	3	Mathematics Electives	6
Psychology 201, General	3	Elective	0-3
Elective	0-3		15-18
	15-18		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Mathematics Electives	6	Education 306, Principles of Secondary Education	3
Electives	9-12	Education 335, Mathematics in Secondary School	3
	15-18	Education 410, Directed Teaching in the Secondary School	8
OR		Education Elective	2
Education 306, Principles of Secondary Education	3		16
Education 335, Mathematics in Secondary School	3	OR	
Education 410, Directed Teaching in the Secondary School	8	Mathematics Electives	6
Education Elective	2	Electives	9-12
	16		15-18

ARTS & SCIENCES: MAJOR IN MATHEMATICS

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 118, Mathematical Analysis	5	Mathematics 119, Mathematical Analysis	5
Art 100, History and Appreciation	2	Physical Education 102, Conditioning and Sports	1
Physical Education 101, Conditioning and Sports	1	Speech 100, General Speech	2
Orientation to College	0		17
	17		

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	Health 102, Physiology	2
Social Science	3	Social Science	3
Language or Elective	3	Language or Elective	3
Mathematics 201, Differential Calculus	4	Mathematics 202, Integral Calculus	4
Physics 101, General	4	Music 104, Literature I	2
	17	Physics 102, General	4
			18

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Language or Elective	3	English 302, American Literature since 1850	3
Mathematics Electives	6	Language or Elective	3
Psychology 201, General	3	Mathematics Electives	6
Electives	3-6	Electives	3-6
	15-18		15-18

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Mathematics Elective	3	Mathematics Elective	3
Electives	12-15	Electives	12-15
	15-18		15-18

Science

Requirements for the Bachelor of Science degree with a major in physical science as preparation to teach secondary school science include satisfactory completion of *thirty-eight* to *forty* hours in physical science and *eighteen* hours in mathematics. A minimum of two years of high school algebra and one year of plane geometry is required for admission to this program. Requirements are as follows:

Mathematics 118-119, Mathematical Analysis	10
Mathematics 201, Differential Calculus	4
Mathematics 202, Integral Calculus	4
Chemistry 101-102, General	8
Chemistry 201, Qualitative Analysis	4
Chemistry 202, Quantitative Analysis	4
Chemistry 203-204, Organic	8
Physics 101-102, General	8
Physics Electives	6-8
Total	56-58

Requirements for the Bachelor of Science degree with a major in biology include satisfactory completion of *thirty-three* hours in biology and *twenty-two* hours of related courses. A minimum of two years of high school algebra and one year of plane geometry is required for admission to this program. Requirements are as follows:

Biology 103, Principles of Zoology*	4
Biology 104, Principles of Botany*	4
Biology 205, Invertebrate Zoology**	4
Biology 206, Biology of Higher Plants**	4
Biology 301, Microbiology	4
Biology 302, Comparative Anatomy of the Vertebrates	4

* Students who entered college as other than biology majors may substitute series Biology 101, 102 for series Biology 103, 104. These students must elect two additional hours of elective credit to complete the total of 33 hours.

** Students who have already received credit for Biology 201, Advanced Zoology, and Biology 202, Advanced Botany, may substitute these courses for Biology 205 and 206, respectively.

And 9 hours from the following:

	9
Biology 203, Genetics	3
Biology 204, Ecology	3
Biology 306, Plant Taxonomy	3
Biology 401, Vertebrate Embryology	4
Biology 403, Mammalian Physiology	4
Biology 404, Evolution	3
Biology 406, Histology	4

And 22 hours from related fields:

Chemistry 101, 102, General	8
Physics 101, 102, General	8
Mathematics 101, College Algebra	3
Mathematics 102, Trigonometry	3
Total	55

Two years of a foreign language is highly recommended for biology majors, especially for students who plan to pursue graduate work in biology.

A year of organic chemistry is recommended.

SECONDARY EDUCATION: MAJOR IN BIOLOGY

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 103, Principles of Zoology	4	Biology 104, Principles of Botany	4
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 101, College Algebra	3	Mathematics 102, Trigonometry	3
Chemistry 101, General	4	Chemistry 102, General	4
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		18

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 205, Invertebrate Zoology	4	Biology 206, Biology of the Higher Plants	4
Physics 101, General	4	Physics 102, General	4
English 201, English Literature	3	Psychology 201, General	3
Social Science	3	Social Science	3
Art 100, History and Appreciation	2	Health 102, Physiology	2
Speech 100, General Speech	2	Music 104, Literature I	2
	18		18

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 301, Microbiology	4	Biology 302, Comparative Anatomy	4
Education 305, The School in Society	3	English 302, American Literature since 1850	3
Biology Elective	3	Biology Elective	3-6
Education 300, Development and Learning	3	Elective	3-6
Elective	3		16
	16		

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology Electives	3-6	Education 306, Principles of Secondary Education	3
Electives	9-12	Education 336, Science in the Secondary School	3
	15-18	Education 410, Directed Teaching in the Secondary School	8
		Education Elective	2
			16

ARTS & SCIENCES: MAJOR IN BIOLOGY

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 103, Principles of Zoology	4	Biology 104, Principles of Botany	4
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 101, College Algebra	3	Mathematics 102, Trigonometry	3
Chemistry 101, General	4	Chemistry 102, General	4
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		18

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 205, Invertebrate Zoology	4	Biology 206, Biology of the Higher Plants	4
Physics 101, General	4	Physics 102, General	4
English 201, English Literature	3	Psychology 201, General	3
Social Science	3	Social Science	3
Art 100, History and Appreciation	2	Health 102, Physiology	2
Speech 100, General Speech	2	Music 104, Literature I	2
	18		18

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 301, Microbiology	4	Biology 302, Comparative Anatomy	4
Biology Elective	3	English 302, American Literature since 1850	3
Electives	9-10	Biology Elective	3-6
	16-17	Elective	3-6
			16

	Sem. Hrs.		*Sem. Hrs.*
SENIOR YEAR			
Biology Electives	3-7	Biology Electives	3-6
Electives	9-12	Electives	9-12
	15-18		16

SECONDARY EDUCATION: MAJOR IN PHYSICAL SCIENCE

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Chemistry 101, General	4	Chemistry 102, General	4
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 118, Mathematical Analysis	5	Mathematics 119, Mathematical Analysis	5
Art 100, History and Appreciation	2	Health 102, Physiology	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		18

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
Chemistry 201, Qualitative Analysis	4	Chemistry 202, Quantitative Analysis	4
English 201, English Literature	3	Music 104, Literature I	2
Mathematics 201, Differential Calculus	4	Physics 102, General	4
Physics 101, General	4	Mathematics 202, Integral Calculus	4
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Chemistry 203, Organic	4	Chemistry 204, Organic	4
Education 305, The School in Society	3	Education 300, Development and Learning	3
English 302, American Literature since 1850	3	Social Science	3
Psychology 201, General	3	Physics Elective	4
Social Science	3	Speech 100, General Speech	2
	16		16

SENIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
Education 306, Principles of Secondary Education	3	Physics Elective	4
Education 336, Science in the Secondary School	3	Electives	12
Education 410, Directed Teaching in the Secondary School	8		16
Education Elective	2		
	16		

Social Science

Requirements for the Bachelor of Arts degree with a major in Social Science include satisfactory completion of *fifty-one* hours in Social Science and *twelve* hours in one foreign language. Requirements are distributed as follows:

History 101-102, World Civilizations	6
History 201-202, History of the United States	6
Geography 201-202, Elements	6
Political Science 201, Government of the United States	3
Economics 201, Principles and 3 additional hours in Economics	6
Sociology 102, American Life	3
21 hours in upper division courses in social science including 6 additional hours in History approved by the departmental adviser	21
Total	51

SECONDARY EDUCATION: MAJOR IN SOCIAL SCIENCE

FRESHMAN YEAR

	Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Language	3
Mathematics	3	Health 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature I	2
Physical Education 101, Conditioning and Sports	1	Physical Education 102, Conditioning and Sports	1
Orientation to College	0		
	18		17

SOPHOMORE YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature	3	Geography 202, Elements	3
Geography 201, Elements	3	Sociology 102, American Life	3
Political Science 201, Government of the United States	3	History 202, History of the United States	3
History 201, History of the United States	3	Language	3
Language	3	Science 202, Physical	3
Science 201, Physical	3	Speech 100, General Speech	2
	18		17

JUNIOR YEAR

	Sem. Hrs.		*Sem. Hrs.*
English 302, American Literature since 1850	3	Education 300, Development and Learning	3
Economics 201, Principles	3	Social Science Electives	6
Education 305, The School in Society	3	Economics Elective	3
Psychology 201, General	3	Electives	3-6
Social Science Electives	6		15-18
	18		

SENIOR YEAR

Sem. Hrs.		*Sem. Hrs.*
Social Science Electives 9		Education 306, Principles of Secondary Education 3
Electives 6-9		Education 334, Social Studies in the Secondary School 3
15-18		Education 410, Directed Teaching in the Secondary School 8
OR		Education Elective 2
Education 306, Principles of Secondary Education 3		16
Education 334, Social Studies in the Secondary School 3		OR
Education 410, Directed Teaching in the Secondary School 8		Social Science Electives 9
Education Elective 2		Electives 6-9
16		15-18

ARTS & SCIENCES: MAJOR IN SOCIAL SCIENCE

FRESHMAN YEAR

Sem. Hrs.		*Sem. Hrs.*
Biology 101, Principles of Life Science 3		Biology 102, Principles of Life Science 3
English 101, Composition 3		English 102, Composition 3
History 101, World Civilizations 3		History 102, World Civilizations 3
Language 3		Language 3
Mathematics 3		Health 102, Physiology 2
Art 100, History and Appreciation .. 2		Music 104, Literature I 2
Physical Education 101, Conditioning and Sports 1		Physical Education 102, Conditioning and Sports 1
Orientation to College 0		17
18		

SOPHOMORE YEAR

Sem. Hrs.		*Sem. Hrs.*
English 201, English Literature 3		Geography 202, Elements 3
Geography 201, Elements 3		Sociology 102, American Life 3
Political Science 201, Government of the United States 3		History 202, History of the United States 3
History 201, History of the United States 3		Language 3
Language 3		Science 202, Physical 3
Science 201, Physical 3		Speech 100, General Speech 2
18		17

JUNIOR YEAR

Sem. Hrs.		*Sem. Hrs.*
English 302, American Literature since 1850 3		Psychology 201, General 3
Economics 201, Principles 3		Social Science Electives 6
Social Science Electives 6		Economics Elective 3
Electives 3-6		Electives 3-6
15-18		15-18

SENIOR YEAR

Sem. Hrs.		*Sem. Hrs.*
Social Science Electives 6		Social Science Elective 3
Electives 9-12		Electives 12-15
15-18		15-18

Degree Requirements

The student's adviser assists in the planning of a program, but *the final responsibility for meeting the requirements for graduation rests with the student.*

TEACHER EDUCATION

Bachelor of Arts or Bachelor of Science

A student to be eligible for the degree of Bachelor of Arts or Bachelor of Science must present:

1. College credit of one hundred twenty-eight semester hours
2. Credit in the required courses of the curriculum he has elected
3. A minimum cumulative average of 2.00
4. Completion of student teaching
5. A satisfactory demonstration of qualities which are basic to the ethical standards necessary in the teaching profession
6. Record of attendance at the College for at least one college year during which the last thirty semester hours of credit were earned.

Master of Education

A student to be eligible for the degree of Master of Education must:

1. Complete an approved program including at least thirty semester hours with an average of B or higher, and with no grade lower than C.
2. Present a research project approved by the candidate's adviser and the graduate council.
3. Satisfactorily demonstrate proficiency in professional education and in the area of teaching interest in a written examination.

ARTS AND SCIENCES

Bachelor of Arts or Bachelor of Science

A student to be eligible for the degree of Bachelor of Arts or Bachelor of Science must present:

1. College credit of one hundred twenty-eight semester hours
2. Credit in the required courses of the curriculum he has elected
3. A minimum cumulative average of 2.00
4. Record of attendance at the College for at least one college year during which the last thirty semester hours of credit were earned.

Description of Courses

The unit of credit is the semester hour which represents one lecture or one laboratory period a week for one semester. Length of periods: lecture, 50 minutes; laboratory, two or three 50 minute periods as indicated.

Courses on the one and two hundred level are primarily for freshmen and sophomores and three and four hundred level courses are primarily for upperclassmen. Courses on the five hundred level are open to graduate students only. Four hundred level courses listed on pages 112-113 may be taken for graduate credit.

All nonrequired courses are offered subject to sufficient enrollment.

Art

CLINTON CARROLL

ART 100 HISTORY AND APPRECIATION—*2 hours credit.* This course traces the development of architecture, sculpture, painting and the minor arts from primitive to modern times. *Two hours per week.*

ART 200 APPLIED ART—*2 hours credit.* A course to develop, through drawing and construction skills, the ability to create interesting and useful art projects. Considerable emphasis is placed upon developing the basic skills in art expression with the use of various art tools and materials. *Three hours per week.*

ART 302 CRAFTS—*2 hours credit.* Experiences in the handling of many types of materials and the skills involved in the use of them. Creative ability and originality are prime assets. The course is especially valuable to those students who expect to do recreational activities with groups of children. *Three hours per week.*

ART 304 COMPOSITION—*2 hours credit.* A course in the composition of art following the lines of design. Knowledge and application of the underlying principles of art are required. *Three hours per week.*

Education

HARVEY N. HALL
MAURICE C. FLEMING
ROSE R. SCHECK
MAURICE W. BOZMAN
RUSSEL I. SMITH
S. GOLDSBOROUGH TYLER

EDUCATION 300 DEVELOPMENT AND LEARNING—*3 hours credit.* Physical, intellectual, emotional, and social development from infancy through

adolescence are considered in their relation to the psychology of learning. Attention is given to child development, individual differences and personality, motivation and learning with applications to educational situations. Some consideration is given to problems characteristic of certain stages of development. *Three hours per week.*

EDUCATION 301 THE ELEMENTARY SCHOOL—*3 hours credit.* A study of the elementary school in terms of its organization and administration, curriculum, and peculiar functions. The total program and organization of the elementary school are considered in relation to the school's purposes, the knowledge of how children learn and the utilization of subject matter, content and method. *Three hours per week.*

EDUCATION 305 THE SCHOOL IN SOCIETY—*3 hours credit.* An historical and sociological approach to the role of the school in society; its chief functions at the elementary and secondary levels with some attention to its organization and administration in Maryland. Emphasis is placed on the various methodological tools (historical, sociological, philosophical, etc.) basic to an understanding of the school in the social order. *Three hours per week.*

EDUCATION 306 PRINCIPLES OF SECONDARY EDUCATION—*3 hours credit.* Basic principles of teaching in the secondary school. In addition to the objectives and curriculum of the high school, the course deals with principles underlying classroom management, discipline, organization and planning of course content, lesson planning, assignments, differentiation of instructional activities, and evaluation techniques. *Three hours per week.*

EDUCATION 307 AUDIO-VISUAL MATERIALS AND METHODS—*2 hours credit.* The philosophy underlying the use of audio-visual aids in modern classroom procedures forms the approach to this course. Types of aids and their relation to units of work in the elementary and the high school curriculums are considered in a practical way. *Three hours per week.*

EDUCATION 315 METHOD IN THE ELEMENTARY SCHOOL—*4 hours credit.* The selection, organization, and use of appropriate subject matter are considered for the various grade levels in achieving the aims of the elementary school. Principles of child development and psychology are applied. Attention is focused on the development of teaching materials in the broad areas of mathematics, science, social studies, and language arts. The main purpose of the course is to provide a knowledge of method and its application in these broad areas. *Four hours per week.*

EDUCATION 316 READING IN THE ELEMENTARY SCHOOL—*2 hours credit.* Students become familiar with instructional materials and their use in the teaching of reading. Practice is provided in designing and making materials to meet specific reading needs. Various modern reading programs are compared and practice is provided in diagnosing and meeting the individual need. *Two hours per week.*

EDUCATION 320 READING IN THE SECONDARY SCHOOL—*3 hours credit.* Development and evaluation of effective reading skills and habits, especially in the subject content fields. Consider problems of content, organization, readability, and method in teaching reading at higher levels. *Three hours per week.*

EDUCATION 330 GUIDANCE—*2 hours credit.* A basic course in the principles of guidance and related pupil-personnel services for high school teachers. Its purpose is to develop a concept of guidance which will enable teachers to see the relation of guidance to other phases of education. The meaning and purpose of guidance, methods of investigation in guidance, methods of guiding students, organization of guidance services in public schools, and common adjustment problems of youth are the major areas studied. *Two hours per week.*

EDUCATION 333 ENGLISH IN THE SECONDARY SCHOOL—*3 hours credit.* An analysis of various high school programs in English with emphasis upon a functional approach to the development of effective oral and written communication. Objectives, methods, and evaluation in the areas of reading, literature, writing, speaking, and listening are considered. *Three hours per week.*

EDUCATION 334 SOCIAL STUDIES IN THE SECONDARY SCHOOL—*3 hours credit.* An analysis of the secondary school program in social studies with emphasis upon methods of teaching history, geography, and citizenship. Current curriculum trends are considered. Major attention is directed to the preparation of teaching units and to the adaptation of appropriate methods at particular grade levels. *Three hours per week.*

EDUCATION 335 MATHEMATICS IN THE SECONDARY SCHOOL—*3 hours credit.* An analysis of the secondary school program in mathematics with emphasis upon methods of teaching mathematical concepts and understandings. Organization of teaching units; observation and evaluation of teaching in particular situations. *Three hours per week.*

EDUCATION 336 SCIENCE IN THE SECONDARY SCHOOL—*3 hours credit.* An analysis of secondary school programs in biology, chemistry, and physics together with the science program of the junior high grades. Special emphasis is placed on methods of teaching science concepts and understandings. Each student gives particular attention to preparing for the teaching of that science which is his major. *Three hours per week.*

EDUCATION 337 FOREIGN LANGUAGES IN THE SECONDARY SCHOOL—*3 hours credit.* An understanding of the philosophy, aims and methods of teaching foreign language in the secondary school with emphasis upon the techniques and materials in current use. *Three hours per week.*

EDUCATION 401, 402 DIRECTED TEACHING IN ELEMENTARY SCHOOL—*12 hours credit.* Students are placed in directed teaching centers on the campus or in nearby public elementary schools. They have opportunities to

observe teaching, to participate in work with children, to teach, and to participate in many activities for which regularly employed teachers are responsible.

The work of the student teacher includes individual and group conferences with critic teachers and college supervisors. Guidance is given in the selection of materials, organization of units for teaching purposes, and in interpreting them in terms of guiding children in the total educational process. *Daily.*

EDUCATION 405 THE LAW AND PUBLIC EDUCATION—*3 hours credit.* A study of those aspects of school law which affect the teacher and the public school. The nature and scope of school law are considered as generally applied to the purposes and functions of the public school in American society. Special consideration is given to the public school laws of Maryland. *Three hours per week.*

EDUCATION 406 PHILOSOPHY OF EDUCATION—*3 hours credit.* A study of major philosophies and their influences upon the development of educational thought. Students are encouraged to identify and develop a personal philosophy of education. *Three hours per week.*

EDUCATION 408 CHILDREN'S LITERATURE—*3 hours credit.* A survey of some of the best material in various types of literature for pupils in grades one to nine inclusive. Reading interests of boys and girls and methods of presenting materials are considered. Each student in the course will direct major attention to becoming familiar with the literature appropriate for use at the elementary or junior high school level. *Three hours per week.*

EDUCATION 409 ELEMENTARY SCHOOL PRACTICUM—*3 hours credit.* Observation and participation in the teaching of art, music, and physical education in the several grades of the Campus School supplement college class work in these areas of the elementary school curriculum. *Three hours per week.*

EDUCATION 410 DIRECTED TEACHING IN SECONDARY SCHOOL—*8 hours credit.* Students are placed in directed teaching centers in nearby public secondary schools. They have opportunities to observe teaching, to participate in work with students, to teach, and to participate in many activities for which regularly employed teachers are responsible.

The work of the student teacher includes individual and group conferences with critic teachers and college supervisors. Guidance is given in the selection of materials, organization of units for teaching purposes, and in interpreting them in terms of guiding pupils in the total educational process. *Daily.*

EDUCATION 413 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL —*3 hours credit.* Selection, organization, presentation, and evaluation of social studies material in the elementary school classroom. Consideration of recent theory and method in improving classroom teaching of the social studies. (Not available to graduate students who have had EDUCATION 512.) *Summer session only.*

EDUCATION 417 TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL —*3 hours credit.* Analysis of current trends in language arts instruction in the elementary school with emphasis on both theory and methods. Materials and techniques are evaluated for the teaching of oral and written English and literature. *Summer session only.*

EDUCATION 418 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL —*3 hours credit.* Selection, organization, presentation and evaluation of mathematics materials in the elementary school classroom. Emphasis upon recent research in teaching and adapting programs of the new mathematics. *Summer session only.*

EDUCATION 420 FOUNDATIONS OF READING INSTRUCTION — *3 hours credit.* A course in developmental reading recommended for teachers, supervisors and administrators. Lectures and demonstrations cover basic premises in reading, appraisal of reading needs, directed reading activities, phonics, structural analysis and comprehension. *Three hours per week.*

EDUCATION 421 THE TEACHING OF READING VOCABULARY—*3 hours credit.* A course considering identification, diagnosis and remediation of vocabulary problems in reading recommended for teachers, supervisors, and administrators. Lectures and demonstrations deal with both basic areas of vocabulary growth: (1) concept development, and (2) word recognition including the use of context, phonics, configuration, structural analysis and dictionaries.

EDUCATION 425 THE LANGUAGE-CENTERED ENGLISH CURRICULUM — *3 hours credit.* A course in methods for the in-service English teacher, defining the "New English" and examining its rationale. The three areas of the language-centered curriculum — language, literature, and composition — will be studied for basic principles and classroom techniques effective in applying the principles. Attention will be given enrichment programs for the exceptionally bright student and programs for the culturally deprived.

Experimental curricula, new textbooks and classroom aids, and teachers' resources will be available for study. *Three hours per week.*

EDUCATION 427 READING DISABILITIES—*3 hours credit.* A study of the analysis and correction of common reading disabilities. The course includes points of view regarding retardation; factors underlying the causes of reading difficulties; the relation of reading to growth; the selection of

reading materials and techniques in relation to individual needs; and programs for corrective measures. *Three hours per week.*

EDUCATION 432 MEASUREMENT AND EVALUATION—*2 hours credit.* Principles and procedures in evaluating pupil growth in knowledge, skills, attitudes, and understanding. Consideration of such basic factors as reliability, validity, and norms. Special attention is given to the construction and use of teacher-made tests and to the interpretation and utilization of professional literature and test data in the improvement of instruction. *Two hours per week.*

EDUCATION 440 SAFETY EDUCATION—*3 hours credit.* Contemporary and anticipated accidents in the urban home, on the farm, in industry, recreation, transportation, and at school are explored. Theories of accident causation are examined. Principles and practices for reducing the frequency and severity of accidents are developed with special emphasis on the role of education in eliminating environmental hazards and reducing avoidable human error. *Three hours per week.*

EDUCATION 441 DRIVER AND TRAFFIC SAFETY EDUCATION I—*3 hours credit.* Critical analysis of traffic accidents and causation, attitude factors, essential knowledge of automobile operations, and traffic laws and regulations. Includes laboratory experience for evaluating and developing driving skills. *Three hours per week.*

EDUCATION 442 DRIVER AND TRAFFIC SAFETY EDUCATION II—*3 hours credit.* This course is primarily devoted to methods of teaching and the administration of high school Driver and Traffic Safety Education. The participant must acquire, through supervised teaching experience, competence in developing and projecting his skills and techniques, as well as transferring necessary knowledge to, and inspiring satisfactory attitudes in students. *Three hours per week.*

EDUCATION 443 PUPIL TRANSPORTATION—*3 hours credit.* This course includes consideration of the organization and the administration of state, county, and district pupil transportation service with emphasis on safety and economy. The planning of bus routes, the selection and training of bus drivers and maintenance mechanics, specifications of school buses, and procurement procedures are included. *Three hours per week.*

EDUCATION 444 THE PUBLIC SCHOOL TRANSPORTATION OF SCHOOL CHILDREN—*3 hours credit.* A workshop which will serve as the means to consider the problems of school bus transportation, solutions employed, and a review of research in this field. *Three hours per week.*

EDUCATION 500 HISTORICAL AND SOCIAL FOUNDATIONS—*3 hours credit.* Selected topics in intellectual and educational history from the time of Ancient Greece to the present. The relation of education to historic traditions, social trends, and the development of current national and international issues. *Three hours per week.*

EDUCATION 502 INTRODUCTION TO RESEARCH—*3 hours credit.* An introduction to the methods of scientific inquiry. Gaining experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. Prerequisite: A course in Statistics or Tests and Measurements. *Three hours per week.*

EDUCATION 506 SEMINAR IN THE TEACHING OF MATHEMATICS—*3 hours credit.* Analysis of recent theory and results of research for the teaching of mathematics. Students will investigate developments at either the elementary or secondary school level. *Three hours per week.*

EDUCATION 508 SEMINAR: RESEARCH IN HUMAN DEVELOPMENT—*3 hours credit.* A survey of research techniques and findings in the field of human growth and development, with emphasis on recent investigations. Prerequisite: Psychology 201 and Education 300 or equivalent. *Three hours per week.*

EDUCATION 510 SEMINAR: RECENT ISSUES IN EDUCATION—*3 hours credit.* An analysis of selected recent issues in education for critical study. Each student is required to survey and critically evaluate pertinent research on at least one issue. *Three hours per week.*

EDUCATION 512 PROBLEMS OF TEACHING SOCIAL STUDIES—*3 hours credit.* Analysis of theory and research in the social sciences as applied to developing and teaching the social studies. Opportunities are provided for students to select major problems at either the elementary or secondary school level. *Three hours per week.*

EDUCATION 513 SEMINAR IN THE TEACHING OF SCIENCE—*3 hours credit.* Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching. Students will investigate developments at either the elementary or secondary school level. *Three hours per week.*

EDUCATION 514 SEMINAR IN CURRICULUM CONSTRUCTION — *3 hours credit.* A study of the factors underlying the public school curriculum and its development. Opportunities will be provided for individual research in curriculum construction at either the elementary or secondary school levels. *Three hours per week.*

English

ENGLISH

ROBERT A. ELDERDICE
ARTHUR L. VOGELBACK
MACCURDY BURNET
FRANCIS B. FLEMING
MARY GAY CALCOTT
ROBERT J. WESLEY
ROBERT E. SMITH, III
MANFRID P. ERNST
RODNEY M. WILSON
MARGARET A. ZACHARIAS

ENGLISH 101, 102 COMPOSITION—*6 hours credit.* This course emphasizes proper methods of selecting, planning, writing, and revising the materials of composition — the sentence, the paragraph, and the theme. Usage, sentence structure, punctuation, and diction are taught as a means toward correct, clear, and effective writing. Considerable attention is given to the study of literature, chiefly contemporary and, in the second semester, to the research paper. *Three hours per week for two semesters.*

ENGLISH 201 ENGLISH LITERATURE—*3 hours credit.* A survey of English literature from the earliest times through the period of Johnson and Boswell. The selections — both poetry and prose — are studied not only from the purely esthetic standpoint, but also within the context of the times in which they were written. *Three hours per week.*

ENGLISH 202 ENGLISH LITERATURE—*3 hours credit.* A survey of English literature from the pre-Romantic Period to the present. The selections — both poetry and prose — are studied not only from the purely esthetic standpoint, but also within the context of the times in which they were written. *Three hours per week.*

ENGLISH 301 AMERICAN LITERATURE TO 1850—*3 hours credit.* A study of the major American writers from the pre-Revolutionary papers of John Smith through 1850. Special attention is given to backgrounds, the history of ideas, and literary movements and types. *Three hours per week.*

ENGLISH 302 AMERICAN LITERATURE SINCE 1850 — *3 hours credit.* A study of the major American writers beginning with Whitman and extending through contemporary writers. A continuation of English 301 in studying backgrounds, the history of ideas, and literary movements. *Three hours per week.*

ENGLISH 303 THE ENGLISH NOVEL—*3 hours credit.* A study of the work of outstanding English novelists, from Defoe through Conrad. Included also are novels by Fielding, Smollett, Austen, Scott, E. Bronte, Dickens, Eliot, Trollope, and Hardy. *Three hours per week.*

ENGLISH 305 RENAISSANCE LITERATURE—*3 hours credit.* A study of the major works of poetry and prose of the English Renaissance, from More through Milton and Bunyan. Included are examples of Elizabethan drama and fiction, and Jacobean drama. *Three hours per week.*

ENGLISH 306 EIGHTEENTH CENTURY LITERATURE — *3 hours credit.* A study of the major works of English poetry and prose of the Restoration and the Neo-Classic Age, from Dryden through Johnson and Boswell. Included are examples of Restoration and Eighteenth Century drama. *Three hours per week.*

ENGLISH 307 ROMANTIC LITERATURE — *3 hours credit.* A study of the major works of English poetry and prose of the Romantic Period, from Wordsworth through Lamb and DeQuincey. Included are works of the pre-Romantic Period. *Three hours per week.*

ENGLISH 308 VICTORIAN LITERATURE — *3 hours credit.* A study of the major works of English poetry and prose, from Tennyson and Carlyle through Pater and Stevenson. Included are examples of Victorian drama. *Three hours per week.*

ENGLISH 310 WORLD LITERATURE I—*3 hours credit.* The course introduces the student to some of the best literature in countries of the world other than the United States and England, from the time of Homer through the Sixteenth Century. *Three hours per week.*

ENGLISH 311 WORLD LITERATURE II—*3 hours credit.* A continuation of English 310, from the Seventeenth Century to the present. *Three hours per week.*

ENGLISH 315 ADVANCED COMPOSITION—*3 hours credit.* A study of the mechanics, craft, and art of competent expository writing including a study of uses of logic in written communication. Informal essays and critical papers are required. *Three hours per week.*

ENGLISH 401 ENGLISH DRAMA—*3 hours credit.* A study of the works of major English dramatists of the Elizabethan Period (except Shakespeare), The Restoration, and the Eighteenth Century. *Three hours per week.*

ENGLISH 402 MODERN DRAMA—*3 hours credit.* A study of the works of European and American dramatists from Ibsen and Chekhov to Williams and Brecht. *Three hours per week.*

ENGLISH 405 SHAKESPEARE—*3 hours credit.* A study of the outstanding comedies and histories, and an intensive study of the major tragedies. *Three hours per week.*

ENGLISH 406 THE AMERICAN NOVEL — *3 hours credit.* A study of the work of outstanding American novelists, from Cooper through Dreiser. Included also are novels by Hawthorne, Melville, Twain, Howells, James, Crane, and others. *Three hours per week.*

ENGLISH 407 THE MODERN NOVEL—*3 hours credit.* A study of the work of outstanding modern novelists, chiefly American and English, from Anderson and Lewis through Greene and Cary. Included also are novels by Fitzgerald, Glasgow, Hemingway, Steinbeck, Faulkner, Marquand, Cozzens, Waugh, and others. *Three hours per week.*

ENGLISH 408 MODERN POETRY—*3 hours credit.* A study of the works of selected modern poets, chiefly English and American, from Yeats to the present, and of leading poetic tendencies. *Three hours per week.*

ENGLISH 409 LITERARY CRITICISM — *3 hours credit.* The history of literary criticism from the Greeks to the present, with an examination of the basic critical approaches that have evolved and schools of criticism that have formed through the application of the critical methods to works of literature, the practical uses of criticism are demonstrated. *Three hours per week.*

ENGLISH 410 INDEPENDENT STUDY—*3 hours credit.* Individual study of a major area of literature (author, period, movement, genre, etc.) or linguistics, under the direction of a member of the English department. Prerequisite: Twenty-six hours of English and approval by the department chairman.

ENGLISH 412 RECENT DEVELOPMENTS IN THE STUDY OF THE ENGLISH LANGUAGE—*3 hours credit.* An introduction to the contemporary view of the language resulting from research in linguistics, lexicography, and dialectology. Especial attention is paid the history of modes of describing the structure of the language — traditional grammar, structural linguistics, and transformational grammar. (Required of undergraduate majors in English and recommended for teachers in elementary and secondary schools.) *Three hours per week.*

ENGLISH 500 SEMINAR: MAJOR AMERICAN WRITERS OF THE NINETEENTH CENTURY—*3 hours credit.* A thorough study of the works of three or four major American writers of the Nineteenth Century, chosen from among Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, James, Dickinson, and Crane. *Three hours per week.*

ENGLISH 501 SEMINAR: MAJOR AMERICAN WRITERS OF THE TWENTIETH CENTURY—*3 hours credit.* A thorough study of the works of three or four major American writers of the Twentieth Century, chosen from among Frost, Eliot, Fitzgerald, O'Neill, Faulkner, Hemingway, Steinbeck, and Williams. *Three hours per week.*

ENGLISH 506 SEMINAR: ELIZABETHAN AND JACOBEAN DRAMA—*3 hours credit.* A thorough study of the major plays of Greene, Kyd, Marlowe, Dekker, Heywood, Chapman, Marston, Jonson, Webster, Beaumont and Fletcher, Massinger, Ford, and Shirley. *Three hours per week.*

ENGLISH 508 CONTEMPORARY LITERATURE — *3 hours credit.* A study of the work of outstanding contemporary writers in the fields of poetry, drama, novel, short story, essay and criticism. *Three hours per week.*

SPEECH

SPEECH 100 GENERAL SPEECH—*2 hours credit.* Designed to prepare the student for intelligent public discourse on issues of consequence through the development of competence in research, in the selection and organization of materials, and in the processes of oral communication. The course requires the composition and delivery of original speeches. *Two hours per week.*

SPEECH 200 ADVANCED SPEECH—*2 hours credit.* Study and practice in the area of argumentative speech and discussion techniques. Prerequisite: Speech 100. *Two hours per week.*

SPEECH 300 ORAL INTERPRETATION OF LITERATURE — *3 hours credit.* Emphasis is placed on developing student responsiveness to the meaning of literature, and on his ability to read orally so as to communicate this appreciation to others. *Three hours per week.*

SPEECH 301 ESSENTIALS OF PUBLIC SPEAKING—*3 hours credit.* A critical analysis of public discourse through the application of logical, ethical and aesthetic standards as they relate to situations confronting the public speaker. The course emphasizes the analysis of notable contemporary speeches as a foundation for the composition and delivery of original speeches. Prerequisite: Speech 100, or consent of the instructor. *Three hours per week.*

SPEECH 304 DIRECTING THE PLAY—*3 hours credit.* A study of the theory and basic principles of directing with an emphasis on play analysis for the enjoyment and appreciation of dramatic literature and for the purpose of production. This course requires the production of a one-act play or its equivalent. *Three hours per week.*

SPEECH 305 ACTING AND DIRECTING—*3 hours credit.* A study in theory and practice of the basic techniques of acting and the basic principles of directing, and laboratory experiences. *Three hours per week.*

SPEECH 307 STAGECRAFT—*3 hours credit.* A survey and practice in technical theatre including set design and construction, costumes, lighting, and makeup, and laboratory experiences. *Three hours per week.*

Health and Physical Education

ALETHEA H. WHITNEY
BENN MAGGS
DEANE E. DESHON
MARIUNA MORRISON

HEALTH 102 PHYSIOLOGY—*2 hours credit.* This course aims to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age. *Two hours per week.*

PHYSICAL EDUCATION 101, 102 CONDITIONING AND SPORTS — *2 hours credit.* A general program of physical education activities planned to help the student develop and maintain physical fitness. Emphasis is placed upon recreational skills and carry-over sports. *Two hours per week for two semesters.*

PHYSICAL EDUCATION 201, 202 TEAM AND INDIVIDUAL SPORTS—*2 hours credit.* Required of all sophomore elementary education students. Elective for all other students above the freshman level. Emphasis is placed on development of skill in selected activities, and improvement of general physical fitness. Includes combinations from the following: For women—Archery, Badminton, Basketball, Fencing, Field Hockey, Golf, Folk and Square Dance, Lacrosse, Tennis, Tumbling and Trampoline, Volleyball, Group Games and Rhythmical Activities. For men—Basketball, Fencing, Gymnastics, Rebound Tumbling, Soccer, Softball, Tennis, Touch Football, Track and Field Events, Tumbling, Volleyball, Weight Training. No student may earn credit twice for the same activity. *Two hours per week.*

PHYSICAL EDUCATION 105, 106; 205, 206 MODIFIED ACTIVITIES—*1 hour credit per semester.* Assignment is made to these courses in lieu of requirement in Physical Education 101, 102; 201, 202, upon evidence of physical limitation of the student (serious post-operative condition, physical handicap, etc.). Student remains in the modified program as long as his condition requires that he do so. *Two hours per week per semester.*

PHYSICAL EDUCATION 303, 304 TEAM AND INDIVIDUAL SPORTS—*1 hour credit per semester.* Elective for juniors and seniors at the beginning or advanced level in activities for which the student has not received credit under Physical Education 201, 202. *Two hours per week per semester.*

PHYSICAL EDUCATION 310 TECHNIQUES OF FALL AND WINTER SPORTS—*2 hours credit.* An intensive analysis and practice of the skills and techniques involved in teaching fall and winter sports, both team and individual. Includes lesson planning, progression of skill development within each sport, methods of testing, and evaluation of progress. Offered for men and women separately by Physical Education staff—first semester. Prerequisite: Physical Education 101, 102; 201, 202; or consent of instructor. *Three hours per week for one semester.*

PHYSICAL EDUCATION 311 TECHNIQUES OF SPRING SPORTS—*2 hours credit.* An intensive analysis and practice of the skills and techniques involved in teaching spring sports, both team and individual. Includes lesson planning, progression of skill development within each sport, methods of testing, and evaluation of progress. Offered for men and women separately by Physical Education staff—second semester. Prerequisite: Physical Education 101, 102; 201, 202; or consent of instructor. *Three hours per week for one semester.*

PHYSICAL EDUCATION 312 PHYSIOLOGY OF EXERCISE AND BODY MECHANICS—*3 hours credit.* Explores the physiological bases underlying the function of skeletal muscles in physical activity. Includes principles of the nervous control of muscular activity, source of energy for muscular work, role of the heart in exercise, circulatory adjustments, mechanics of movement, and related topics. Open to both men and women, juniors and seniors—first semester. Prerequisite: The required courses for all students in Biology 101, 102 or 103, 104 and Health 102. *Three hours per week for one semester.*

PHYSICAL EDUCATION 313 PREVENTION AND TREATMENT OF ATHLETIC INJURIES—*2 hours credit.* Includes an emphasis on the results and importance of training in preventing injuries, with detailed procedures. The diagnosis and treatment of injuries incidental to athletics, analyses of injuries to the various body parts, first aid techniques and procedures, and application of physiotherapeutic techniques are included. Open to both men and women, juniors and seniors—second semester. Prerequisite: Physical Education 312. *Three hours per week for one semester.*

PHYSICAL EDUCATION 404 FOLK DANCE—*3 hours credit.* Elective for all students above freshman level. Includes a rich repertoire of dances of different nations. Progression for teaching step combinations and patterns, collection of background material for the presentation of folk dances, a study of national characteristics, folk costumes, and a brief history of the dances of each country are presented. *Three hours per week for one semester.*

PHYSICAL EDUCATION 406 ADMINISTRATION AND ORGANIZATION—*3 hours credit.* Designed to acquaint the prospective teacher with the areas of administration and coaching in physical education activities with which he will be most directly concerned. Problems of administrative structure and procedure, types of sports best suited to various age groups, and techniques necessary to each sport are included for practical use in teaching situations. Prerequisites: Physical Education 101, 102; 201, 202, or consent of instructor. *Three hours per week for one semester.*

Languages

MARY LAURA FRANCIS
PEDRO CARLOS HARISPE
RUTH H. CLARK
BEVERLY N. VARLEY

FRENCH

FRENCH 101, 102 ELEMENTARY FRENCH—*6 hours credit.* French 101, 102 is planned for students who have had no previous study of French. It comprises the work covered in two years of high school French. An introduction to the culture of France is combined with progress in listening-comprehension, speaking, reading, and writing of the French language. *Three hours per week for two semesters.*

FRENCH 111, 112 INTERMEDIATE FRENCH—*6 hours credit.* This course is planned for students who have passed either two or three years' work in French in high school or a one-year elements course in college. The work of the course involves a review of grammar, emphasis on the development of reading-comprehension, and continued progress in listening-comprehension and in speaking, combined with additional acquaintance with French culture. *Three hours per week for two semesters.*

FRENCH 201, 202 ADVANCED FRENCH READINGS—*6 hours credit.* An introduction to French literature, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of French. Prerequisite: Intermediate French or four units of high school French. *Three hours per week for two semesters.*

FRENCH 301, 302 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY—*6 hours credit.* A study of the three great French dramatists, Corneille, Racine, and Moliere, and, to a lesser extent, of other writers of the Seventeenth Century is combined with an effort to understand what is involved in the ideal of classicism and how that ideal developed during the course of the Seventeenth Century in France. Prerequisite: Advanced French Readings or its equivalent. *Three hours per week for two semesters.*

FRENCH 305, 306 FRENCH LITERATURE OF THE EIGHTEENTH CENTURY—*6 hours credit.* A study of the contributions of Eighteenth Century thought to the development of political and social institutions and to the governments of today will be approached through representative selections from the most important writers of this period. Prerequisite: French 201, 202. *Three hours per week for two semesters.*

FRENCH 311 NINETEENTH CENTURY POETRY AND DRAMA—*3 hours credit.* The development of romanticism as a major literary movement will be studied through selected works from the poetry and drama of Lamartine, Hugo, de Vigny and de Musset. Later developments of the movement in the plays of Dumas-fils and Rostand will also be included. Prerequisite: French 201, 202. (To alternate with French 301) *Three hours per week for one semester.*

FRENCH 312 NINETEENTH CENTURY FICTION—*3 hours credit.* The work of this course will consist in study of selected masterpieces from the area of the great French prose writers of the Nineteenth Century. Works chosen for study may vary from year to year, but special attention will be paid to the fiction of Hugo, Flaubert, Maupassant, and Balzac. Prerequisite: French 201, 202. (To alternate with French 302) *Three hours per week for one semester.*

FRENCH 315 TWENTIETH CENTURY FRENCH LITERATURE TO 1940 — *3 hours credit.* Representative works by selected writers of the Twentieth

Century prior to World War II will be studied. Prerequisite: French 201, 202. *Three hours per week for one semester.*

FRENCH 316 TWENTIETH CENTURY FRENCH LITERATURE SINCE 1940 — *3 hours credit.* Representative works by outstanding writers of the period during and since World War II will be studied. Prerequisite: French 201, 202. *Three hours per week for one semester.*

FRENCH 401 ADVANCED FRENCH GRAMMAR AND COMPOSITION—*3 hours credit.* This course will comprise concentrated drill on French syntax and idiomatic usage. It will include translation from English to French and the writing of themes in French. Prerequisite: French 201, 202, or simultaneous enrollment in that course. Open to seniors only. *Three hours per week for one semester.*

FRENCH 402, ADVANCED ORAL PRACTICE AND PHONETICS—*3 hours credit.* This course will involve concentrated oral practice to attempt to correct defects of pronunciation and intonation, and to develop fluency in speaking French. Tape recordings and phonograph records will be imitated. An analysis of French pronunciation by use of the international phonetic alphabet will be included. Prerequisite: French 202 or consent of the department. Open to seniors only. *Five hours per week for one semester.*

FRENCH 410 INDEPENDENT READINGS IN FRENCH LITERATURE—*3 hours credit.* A self-study course in the history of French literature including readings from each of the chronological periods.

SPANISH

SPANISH 101, 102 ELEMENTARY SPANISH—*6 hours credit.* This course is planned for students who have had no previous study of Spanish. It comprises the work covered in two years of high school Spanish. An introduction to Hispanic culture is combined with progress in listening-comprehension, speaking, reading, and writing of the Spanish language. *Three hours per week for two semesters.*

SPANISH 111, 112, INTERMEDIATE SPANISH—*6 hours credit.* This course is planned for students who have passed either two or three years work in Spanish in high school, or a one-year elements course in college. The work of the course involves a review of grammar, emphasis on the development of reading-comprehension, and continued progress in listening-comprehension and in speaking, combined with additional acquaintance with Hispanic culture. *Three hours per week for two semesters.*

SPANISH 201, 202 ADVANCED SPANISH READINGS—*6 hours credit.* An introduction to Spanish thought, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of Spanish. Prerequisite: Inter-

mediate Spanish or four units of high school Spanish. *Three hours per week for two semesters.*

SPANISH 301, 302 SPANISH LITERATURE OF THE TWENTIETH CENTURY—*6 hours credit.* Representative works by outstanding Spanish writers of the Twentieth Century will be studied. The specific writers chosen will vary from year to year. Prerequisite: Spanish 201, 202. *Three hours per week for two semesters.*

SPANISH 303 GOLDEN AGE SPANISH DRAMA I—*3 hours credit.* Selected masterpieces of the drama of the *Siglo de Oro.* Prerequisite: Spanish 201, 202. *Three hours per week for one semester.*

SPANISH 304 GOLDEN AGE SPANISH DRAMA II—*3 hours credit.* Selected masterpieces of the drama of the *Siglo de Oro.* Prerequisite: Spanish 201, 202. *Three hours per week for one semester.*

SPANISH 305 DON QUIXOTE—*3 hours credit.* Study of Cervantes' *Don Quixote* comprises the work of this course. *Three hours per week.*

SPANISH 306 THE SPANISH PICARESQUE NOVEL—*3 hours credit.* Study of the *Lazarillo de Tormes* and of representative parts of other Spanish picaresque novels is combind with consideration of the influence of these works upon world literature in general. Prerequisite: Spanish 201, 202. *Three hours per week.*

SPANISH 311 ROMANTICISM—*3 hours credit.* Selected readings from the period of Spanish romanticism will be studied with particular attention to the works of Espronceda, Zorrilla, El Duque de Rivas, Hartzenbusch, and Larra. Prerequisite: Spanish 201, 202. *Three hours per week for one semester.*

SPANISH 312 GALDOS AND THE SPANISH REALIST NOVEL OF THE NINETEENTH CENTURY—*3 hours credit.* This course will present a survey of the Nineteenth Century Spanish realist writers, with emphasis on the works of Galdos. Prerequisite: Spanish 201, 202. *Three hours per week for one semester.*

SPANISH 401 SPANISH GRAMMAR AND COMPOSITION — *3 hours credit.* This course will comprise concentrated drill on Spanish syntax and idiomatic usage. It will include translation from English to Spanish and the writing of themes in Spanish. Prerequisite: Spanish 201, 202. *Three hours per week.*

SPANISH 402 ADVANCED ORAL PRACTICE AND PHONETICS—*3 hours credit.* This course will involve concentrated oral practice to correct any defects of pronunciation and intonation, and to develop fluency in speaking Spanish. Prerequisite: Spanish 201, 202. *Five hours per week.*

Mathematics

FRANK D. WHITE
WILLIAM F. BUCKLER
JOSEPH D. JONES
RUSSELL I. SMITH

MATHEMATICS 101 COLLEGE ALGEBRA — *3 hours credit.* This course is planned for students who have a background in algebra. It begins with the study of quadratic equations and quadratic functions, and includes the following topics: systems of equations, ratio, proportion, variation, complex numbers, theory of equations, determinants, permutations, combinations, probability, the binominal theorem, and progressions. Prerequisite: Two units of high school algebra. *Three hours per week.*

MATHEMATICS 102 TRIGONOMETRY—*3 hours credit.* The following topics are included in this course: the trigonometric functions and their graphs, trigonometric equations and identities, functions of two angles, logarithms, right and oblique triangles, the inverse functions, and an introduction to spherical trigonometry. Prerequisite: One unit each of high school algebra and plane geometry. *Three hours per week.*

MATHEMATICS 103 FUNDAMENTAL CONCEPTS I—*3 hours credit.* Herein the properties of natural numbers are developed and applied to an extension of the four basic operations upon these numbers. Set concepts are used as a basis for the development. The arithmetic and algebraic aspects of common fractions are explored. *Three hours per week.*

MATHEMATICS 104 FUNDAMENTAL CONCEPTS II—*3 hours credit.* This course may be considered a continuation of Mathematics 103 in which the student is introduced to the real numbers, measurement, mathematical systems and mathematical method. *Three hours per week.*

MATHEMATICS 108 ANALYTIC GEOMETRY—*4 hours credit.* A study of rectangular and polar coordinate systems, graphs, lines, conic sections, curve sketching, parametric equations, transcendental functions, and introductory topics from solid analytic geometry. Prerequisite: Mathematics 101 and 102. *Four hours per week.*

MATHEMATICS 118, 119 MATHEMATICAL ANALYSIS—*5, 5 hours credit.* The elementary mathematical functions, composed of algebraic, exponential, trigonometric types and their inverses studied by means of their properties, their graphical representations, the identities interconnecting them, and the solution of equations involving them. Other topics selected from permutations, combinations, determinants, vectors, matrices, and solid analytic geometry. Prerequisite: Two units of high school algebra and one unit of plane geometry. *Five hours per week for two semesters.*

MATHEMATICS 201 DIFFERENTIAL CALCULUS—*4 hours credit.* Variables, functions, limits, differentiation, critical points, applications of maxima and minima, differentials, simple integration and applications including

fluid pressure, curvature, polar coordinates, mean value theorem, and indeterminate forms. Prerequisite: Mathematics 108 or 119. *Four hours per week.*

MATHEMATICS 202 INTEGRAL CALCULUS—*4 hours credit.* Integration as a process of summation, its application to areas, volumes, arc length, centroids, moments and moment of inertia, infinite series including Maclaurin's and Taylor's series, prismodial formula and Simpson's rule, hyperbolic functions, partial differentiation and multiple integrals. Prerequisite: Mathematics 201. *Four hours per week.*

MATHEMATICS 213 PROBABILITY AND STATISTICS—*3 hours credit.* Introduction to probability, frequency distributions, measures of central tendency, measures of dispersion, the normal curve, curve fitting, regression, correlation, and statistical inference. Prerequisite: Two units of high school algebra. *Three hours per week.*

MATHEMATICS 300 INFORMAL GEOMETRY — *3 hours credit.* The triangle, rectangle, circle, sphere, and many other geometric figures in the plane and in space are considered as sets of points and are analyzed intuitively. Some emphasis is placed on the deductive process. Prerequisite: Mathematics 103 and 104. Not open to majors in mathematics. *Three hours per week.*

MATHEMATICS 301 MODERN ALGEBRA—*3 hours credit.* The basic concepts of abstract algebra: sets, ordered pairs, groups, rings, and fields. Prerequisite: Mathematics 201. *Three hours per week.*

MATHEMATICS 302 DIFFERENTIAL EQUATIONS—*3 hours credit.* A first course including first order linear differential equations, homogeneous equations, exact equations, second order equations with constant coefficients, and applications. Prerequisite: Mathematics 202. *Three hours per week.*

MATHEMATICS 303 FUNDAMENTALS OF MODERN MATHEMATICS—*3 hours credit.* An introduction to abstractions, proofs, and foundations. Number systems developed after a study of groups, rings and fields. (Not open to students having credit in Mathematics 103, or its equivalent.) Prerequisite: Two units of high school algebra and one unit of plane geometry. *Three hours per week.*

MATHEMATICS 305 INTRODUCTION TO MATHEMATICAL LOGIC — *3 hours credit.* An introduction to the concepts of conjunction, disjunction, negation, implication, equivalence, truth tables, rules of inference, quantifiers, variables, and methods of proof, along with applications to mathematics. (Consent of instructor required.) *Three hours per week.*

MATHEMATICS 401 COLLEGE GEOMETRY—*3 hours credit.* The axiomatic development of Euclidean and an introduction to non-Euclidean geometry. Prerequisite: Mathematics 201. *Three hours per week.*

MATHEMATICS 402 THEORY OF NUMBERS — *3 hours credit.* Basic concepts: integers, prime numbers, divisibility, congruences, and residues. Prerequisite: Mathematics 201. *Three hours per week.*

MATHEMATICS 403 ADVANCED CALCULUS — *3 hours credit.* Limits and continuity, infinite series, partial differentiation, line and surface integrals, vector notation. Prerequisite: Mathematics 202. *Three hours per week.*

MATHEMATICS 405 FOUNDATIONS OF NUMBER THEORY—*3 hours credit.* Designed for those enrolled in programs with emphasis on the teaching of arithmetic. A development of the real number system; elementary number theory. Prerequisite: One course in college mathematics or consent of instructor. *Three hours per week.*

MATHEMATICS 501 FOUNDATIONS OF ALGEBRA—*3 hours credit.* Emphasis is placed upon algebraic structures using the experimental units from the Maryland Project and the School Mathematics Study Group. Prerequisite: Mathematics 103 or Mathematics 405. *Three hours per week.*

MATHEMATICS 502 FOUNDATIONS OF GEOMETRY—*3 hours credit.* Emphasis is placed upon geometry using the experimental units from the Maryland Project and the School Mathematics Study Group. Prerequisite: Mathematics 103 or Mathematics 405. *Three hours per week.*

Music

JESSIE L. FLEMING
RAY H. ZEIGLER, JR.

MUSIC 100 COLLEGE CHORUS — *.5 hour credit for each semester.* The purpose of the College Chorus is to give any student interested in singing the opportunity to enjoy choral music; to develop musical ability, appreciation and taste. The College Chorus represents the College by performing as a whole or in small groups for civic and social gatherings in local and nearby communities, as well as in broadcasts and school assemblies, concerts, or other student and alumni affairs. Small singing groups are organized from among the membership. Singers are chosen on the basis of their outstanding voices and musical ability. *Two hours per week for two semesters.*

MUSIC 101 INSTRUMENTAL ENSEMBLE — *.5 hour credit for each semester.* Provides any interested student with the opportunity to perform on his instrument in an ensemble and to develop musical ability, appreciation and taste. The Instrumental Ensemble performs for campus and community programs. Smaller homogeneous ensembles are organized from among the membership when instrumentation makes this feasible. *Two hours per week each semester.*

MUSIC 104 LITERATURE I—*2 hours credit.* A survey course which aims to build a background that will give the average listener a better understanding and appreciation of the world's great music. The elements of music — rhythm, melody, and harmony, together with tone color and form — are discussed, and their significance in choral and instrumental compositions is illustrated. A study of the music of great composers of the world is made from two points of view: (1) music in relation to the socio-economic-politico cultural life of the period represented and (2) contributions to the development of music as an art. Music of the romantic and classical periods is stressed, with brief resume of baroque and modern music. *Two hours per week.*

MUSIC 105 LITERATURE II—*3 hours credit.* A continuation of Music 104, Literature I. Emphasis is continued upon music's place in the socio-economic-political life of western culture. Music of the Renaissance, baroque and modern periods is compared with classical and romantic eras. Music of outstanding composers is analyzed for its form, content and style. *Three hours per week.*

MUSIC 200 FUNDAMENTALS—*2 hours credit.* Designed to develop understanding of and performance in basic musical skills including music reading, ear training, theory, simple harmony, rhythms, piano, voice, conducting, simple instruments. *Two hours per week.*

MUSIC 203 THEORY I — *3 hours credit.* An integrated course involving sight reading, ear training, written and keyboard harmony, form and analysis techniques. Theory I attempts to develop the ability to sing melodic-rhythmic patterns based on scales, triads and other diatonic intervals and using simple rhythmic combinations, to recognize them aurally and write them in musical notation. Techniques of part writing and chord progression are applied to material used for sight reading and ear training. Emphasis is given to I, IV and V7 chords and their inversions, with application to the keyboard. Prerequisite: Music 200 or approval of the instructor. *Three hours per week.*

MUSIC 204 THEORY II — *4 hours credit.* Continuation of Music 201, Theory I. Material is based upon more difficult melodic-rhythmic patterns and simple chromatic intervals. Use of secondary chords, simple modulation and transposition are added to part writing and keyboard application. Simple musical forms — binary, ternary, rondo, theme and variations— are analyzed and applied to creative work. *Four hours per week.*

MUSIC 205 PIANO I, ELEMENTARY—*1 hour credit.* Group piano instruction to develop the ability to play simple melodies with chordal and other simple accompaniments. Fundamental piano techniques and pianistic style. Opportunity is given for individual advancement with solo pieces and simple duets. Prerequisite: Music 200 or consent of instructor. *Two hours per week.*

MUSIC 206 PIANO II, INTERMEDIATE — *1 hour credit.* Continuation of Music 205 with the development of more advanced technique and wider acquaintance with piano literature. *Two hours per week.*

MUSIC 305, 306 MUSIC HISTORY I AND II—*2 hours credit per semester.* Traces the development of music from earliest times to the present. Changing theories of form and composition are studied. Outstanding compositions of major composers of the various periods are analyzed with emphasis upon the prevailing musical styles of each period and comparisons among them. Opportunity is given for individual listening and research projects outside of class. Prerequisite: Music 104. *Two hours per week each semester.*

MUSIC 310 CONDUCTING AND SCORE READING—*3 hours credit.* A study of conducting patterns for 2, 3, 4 and 6-beat meters. Manners of expressing through motion the variety of styles, dynamics and tempi are applied to choral and simple instrumental music. The conductor's score is analyzed for its arrangement, inner relationship of parts and necessary transpositions for various instruments. Attention is given to voice and instrumental ranges. Music is chosen for study for its suitability to public school and/or amateur performing groups of various kinds. Prerequisite: Music 200 or approval of the instructor. *Three hours per week.*

MUSIC 404 MUSIC FOR THE THEATRE—*3 hours credit.* An historical development of dramatic presentations with music. Various styles and forms are analyzed and compared:

(1) Renaissance and Elizabethan plays with music; (2) opera from the seventeenth through the twentieth centuries; (3) Gilbert and Sullivan operetta; (4) American operetta — e.g., Victor Herbert, Sigmund Romberg; (5) Broadway musicals to the present — e.g., Rogers and Hammerstein, Kern, Loesser; (6) music for films.

Lecture-discussion, musical analysis, critical listening to recordings and library resources are utilized throughout the course. Opportunity is given for individual research. Open only to advanced undergraduates and graduate students. *Three hours per week.*

MUSIC 405 MUSIC OF THE BAROQUE PERIOD—*3 hours credit.* Philosophy, musical forms and styles of the period 1600-1750 are studied as they are illustrated in vocal and instrumental music of the period. Emphasis is given to representative music by outstanding composers of this time. The development of opera, instrumental forms such as suite and concerto grosso, the polyphonic choral music of Monteverdi and others, keyboard music and great choral works of J. S. Bach are among the compositions to be studied. The course comprises extensive listening and analysis, both in class and in extra-class assignments. Prerequisite: Music 104, Literature I. *Three hours per week.*

MUSIC 406 MUSIC OF THE CLASSICAL PERIOD—*3 hours credit.* Philosophy, musical forms and styles of the approximate period 1750-1825 are studied as they are illustrated in music of the period, with emphasis upon the development of instrumental music. Outstanding composers and their music are studied for their contributions to the development of music. The course comprises extensive listening and analysis, both in class and in extra-class assignments. Prerequisite: Music 104, Literature I. *Three hours per week.*

MUSIC 407 MUSIC OF THE ROMANTIC PERIOD—*3 hours credit.* Philosophy, musical forms and styles of the period 1820-1900 are studied, particularly as they were influenced by social and political forces of this period. Vocal and instrumental music by representative composers of the period are studied. Opportunity is given for extra-class listening and analysis. Prerequisite: Music 104 or the equivalent. *Three hours per week.*

MUSIC 408 MODERN—*3 hours credit.* In this course a study of the trends of contemporary music is made. The approach is primarily appreciative, but historical data is employed in order to draw comparisons with earlier idioms and ideologies. The influence of jazz on the modern music is discussed. The period covered is essentially that from 1890 to the present. Opportunity is offered for each student to investigate topics of special interest to him. Prerequisite: Music 104, or consent of instructor. *Three hours per week.*

MUSIC 416 AMERICAN MUSIC—*3 hours credit.* A survey of America's music from the days of the early settlers to the present. The influences which have shaped the nation's music as well as indigenous developments are investigated. Extensive listening and analysis of representative works will comprise a major portion of the course. *Three hours per week.*

MUSIC 500 TWENTIETH CENTURY MUSIC—*3 hours credit.* An analysis of the manner in which melody, rhythm, harmony, form, and orchestral instruments are used by major modern composers. Political, economic, and social forces, and current world events are considered for their effects on the music of our time. *Three hours per week.*

Psychology

JOHN B. MAY
DAN R. WINSLOW

PSYCHOLOGY 201 GENERAL — *3 hours credit.* A survey of the general principles underlying human behavior. The nervous system, perception, learning, emotion and personality are key points of emphasis. Experimental findings are constantly applied to practical situations. *Three hours per week.*

PSYCHOLOGY 203 DEVELOPMENTAL PSYCHOLOGY—*3 hours credit.* A longitudinal study of the development of human behavior from prenativity through senescence. Special emphasis is given to the anatomical and psychological interrelationships in the adjustment of the individual to his environment through the various stages of childhood, maturity, and the later years. Prerequisite: Psychology 201 and Biology or Physiology, or permission of the instructor. *Three hours per week.*

PSYCHOLOGY 204 APPLIED—*3 hours credit.* This course makes application of research findings in psychology to problems encountered in everyday life. Problems in business, industry, advertising, labor-management, the professions, and social relations are given special consideration. Prerequisite: Psychology 201. *Three hours per week.*

PSYCHOLOGY 301 CHILD DEVELOPMENT—*3 hours credit.* This course is designed to provide an understanding of the human individual from conception to adulthood, with primary emphasis on the first twelve years of life. With this in mind, the materials for the course are organized around six periods or stages of development: (1) Prenativity; (2) Birth to 2 Years; (3) The Preschool Period; (4) The Primary Period; (5) Preadolescence; (6) Adolescence — a Brief Survey. Each of these stages is a study in the light of various phases of the child's development. These include physical development, social development, mental development, emotional development, learning, and behavior problems. Although the deviate child is considered, major emphasis is placed on the behavior of the typical or so-called normal child. Prerequisite: Psychology 201, and Education 300. *Three hours per week.*

PSYCHOLOGY 302 ADOLESCENT PSYCHOLOGY — *3 hours credit.* Designed especially for the teacher of adolescent students this course places emphasis on the expected behavior of the normal individual as he passes through the adolescent years on his way to adulthood. The development sequences as revealed through experimentation are studied in relation to the overall behavior of the adolescent. Observations of a specific adolescent are made by individual students throughout the semester. Prerequisite: Psychology 201, and Education 300. *Three hours per week.*

PSYCHOLOGY 306 SOCIAL—*3 hours credit.* In contrast to individual psychology, which considers human problems primarily from inner characteristics both native and acquired, social psychology gives major consideration to overt behavior as expressed in group situations. Emphasis is placed on the relation of the individual to the group, mass reaction and judgment, the principles of group control, and the social significance of the individual abilities and characteristics. The chief aim of the course is to enable the student to interpret social phenomena and to realize the impact of such on his own personality. Prerequisite: Psychology 201. *Three hours per week.*

PSYCHOLOGY 401 THE EXCEPTIONAL CHILD—*3 hours credit.* A detailed study of gifted children and children with physical, emotional, and mental handicaps, including the severely mentally handicapped, and how these

children may be helped to the fullest realization of their capacities. Prerequisite: Psychology 201, and Education 300. *Three hours per week.*

PSYCHOLOGY 402 PSYCHOPATHOLOGY IN CHILDREN AND YOUTH—*3 hours credit.* This course examines the behavior problems of children and young people ranging from transitory disorders to psychoses. Factors of causation, diagnosis, and treatment are considered. Prerequisite: Psychology 201 and Psychology 203 or Education 300.

PSYCHOLOGY 404 MENTAL HYGIENE—*3 hours credit.* A study of the development of the human personality and the factors influencing its growth. Emphasis is placed on the building and maintenance of a stable personality structure with special attention to critical periods from which deviations are most likely to derive. Abnormalities or deviations are considered only by way of pointing out the dangers which threaten the weak personality structure. Prerequisite: Psychology 201. *Three hours per week.*

PSYCHOLOGY 405 ABNORMAL PSYCHOLOGY—*3 hours credit.* An introduction to the aspects of severe behavioral disorders, including their nature, origin, treatment and relationship to normal behavior. Prerequisite: Six semester hours of Psychology. *Three hours per week.*

PSYCHOLOGY 406 DYNAMICS OF HUMAN MOTIVATION—*3 hours credit.* A critical review of the dynamics of human motivation including the analyses and integration of theoretical issues and the presentation of systematic experimental findings. Emphasis is placed on the acquisition, measurement and fulfillment of culturally prepotent instigators of behavior, such as the need for achievement, approval, conformity, affiliation, etc. Prerequisite: Psychology 201 and three additional hours in Psychology, or Education 300. *Three hours per week.*

PSYCHOLOGY 410 SELECTED PROBLEMS—*3 hours credit.* This course is designed to enable advanced students to pursue in depth a special interest, either through library research or in practical application. Specific opportunities are available for work with the mentally retarded, children with emotional problems and special learning and behavioral problems, and clinical evaluation. Prerequisite: Advanced standing and consent of instructor. *Three hours per week.*

PSYCHOLOGY 500 SEMINAR: THE MENTALLY RETARDED—*3 hours credit.* A study of the causes, evaluation, and care of the mentally retarded, including a survey of curricula and instructional procedures. Prerequisite: Psychology 201, and Education 300, or equivalent. *Three hours per week.*

PSYCHOLOGY 502 INTELLIGENCE TESTING—*3 hours credit.* This course has three focal areas: (a) theories of intelligence; (b) the administration of individual and group intelligence tests, including the Revised Stanford Binet, WISC, and WAIS; (c) interpreting and reporting of intelligence test results. Prerequisite: Psychology 201, and Education 300, or equivalent. *Three hours per week.*

Science

BIOLOGICAL SCIENCES

VERNE L. VAN BREEMEN
EDNA E. ESTES
VIVIAN FARLOW
JACK A. RANSBOTTOM
CHARLES O. WINGO, JR.

PHYSICAL SCIENCES

JAMES F. GLENN
FRANK E. HOGE
EDWARD T. SHAFFER
RALPH D. FORNEY

BIOLOGY

BIOLOGY 101, 102 PRINCIPLES OF LIFE SCIENCE — *6 hours credit.* Principles of science as they are applied to living things, with particular emphasis on the nature and application of the scientific method. Provides the foundation learnings in biology believed to be desirable for all college graduates. *Two 1-hour lecture periods and one 2-hour laboratory period per week for two semesters.*

BIOLOGY 103 PRINCIPLES OF ZOOLOGY—*4 hours credit.* A first course at the college level introducing the student to some of the principles of life science as applied to animals. Students taking this course are presumed to be expecting to follow with Advanced Zoology and other courses in biology. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 104 PRINCIPLES OF BOTANY—*4 hours credit.* The student is introduced to some of the principles of life science as they are shown in plants. Advanced Botany and other courses in biology are expected to follow this one. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 105, 106 HUMAN ANATOMY AND PHYSIOLOGY—*6 hours credit.* A comprehensive study of the structure and function of the human body emphasizing practical knowledge for the paramedical professions. *Two 1-hour lecture periods and one 3-hour laboratory period per week.* (This course is for nursing students and does not carry degree credit at Salisbury State College.)

BIOLOGY 107 FUNDAMENTALS OF MICROBIOLOGY—*3 hours credit.* General microbiology, including studies of pathogens, disease and their control. Further emphasis includes preparations, methods and procedures. *Two 1-hour lecture periods and one 3-hour laboratory period per week.*

BIOLOGY 203 GENETICS — *3 hours credit.* A study of the principles of heredity and genetics, including a study of bacterial and chemical genetics.

Emphasis is placed upon application of the principles of heredity for the betterment of man. Prerequisite: Biology 103, 104, or equivalent. *Three 1-hour lecture periods per week.*

BIOLOGY 204 ECOLOGY — *3 hours credit.* A study of the relationship of living things to each other and to their environment. Research and field techniques are introduced. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

BIOLOGY 205 INVERTEBRATE ZOOLOGY—*4 hours credit.* An advanced study of the invertebrate animals involving systematic consideration of each group from the simplest to the most complex. Structure is considered in relationship to the functioning of the whole animal as related to its environment. Prerequisite: Biology 103 or equivalent. *Two 1-hour lecture-discussion periods and two 2-hour laboratory periods per week.*

BIOLOGY 206 BIOLOGY OF THE HIGHER PLANTS—*4 hours credit.* An advanced study of the higher plants, especially the seed plants. Structure, morphology, development and evolution, physiology and molecular biology of higher plants are included. Prerequisite: Biology 104, or equivalent. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 301 MICROBIOLOGY—*4 hours credit.* Advanced study of the field of microorganisms, with particular attention to bacteria. Includes structure, function and interrelationships of the organisms to the human. Prerequisite: Biology 206. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 302 COMPARATIVE ANATOMY—*4 hours credit.* Comparative anatomy of selected vertebrates studied in regard to their life activities and with reference to their evolutionary development. Prerequisite: Biology 205. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 306 PLANT TAXONOMY—*3 hours credit.* A course in the classification of plants with particular emphasis on the local flora. Prerequisite: Biology 202. *One 1-hour lecture period and two 2-hour laboratory periods per week.*

BIOLOGY 401 VERTEBRATE EMBRYOLOGY—*4 hours credit.* A comparative study of the embryology of the vertebrates with particular emphasis upon the chick, foetal pig, and man. Appropriate evolutionary relationships are emphasized. Prerequisite: Biology 201 and 302. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 403 MAMMALIAN PHYSIOLOGY—*3 hours credit.* A study of the life processes with emphasis upon physiological techniques. Prerequisite: Biology 201, 302, and Chemistry 101, 102. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 404 EVOLUTION — *3 hours credit.* A systematic study of the forces and factors which have resulted in present day living things. This is an integrating course for persons with a major or minor in biology or the equivalent. *Three 1-hour lecture periods per week.*

BIOLOGY 406 HISTOLOGY — *4 hours credit.* Microscopic study of animal cells and tissues, correlating structure and function. Prerequisite: Biology 103 or equivalent. *Two 1-hour lecture periods and two 2-hour laboratory periods per week.*

BIOLOGY 501 MODERN CONCEPTS IN BIOLOGY — *3 hours credit.* An advanced study of certain basic concepts of biology, especially in those areas in which the most rapid progress has been made in recent years. The problem-solving approach with experimentation will be used. Particular emphasis will be given to those activities appropriate to the teacher's level. Areas of study to be emphasized are microbiology and genetics. Prerequisite: Biology 101, 102 and Science 201, 202 or equivalent. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

BIOLOGY 502 BIOLOGY AND ENVIRONMENT—*3 hours credit.* The objectives in and approach to this course are similar to those of Biology 501. Field studies involving principles of taxonomy and ecology will be conducted. Emphasis will be placed upon the understanding of an organism as an integral part of its environment and how it is molded by the environment. Prerequisite: Biology 101, 102 and Science 201, 202, or equivalent. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

CHEMISTRY

CHEMISTRY 101, 102 GENERAL — *8 hours credit.* A study of the fundamental principles of inorganic chemistry with a brief treatment of organic chemistry and qualitative analysis. Quantitative relationships are emphasized in the class and laboratory work. Prerequisite: Two units of high school algebra or equivalent. *Two 1-hour lecture periods, one 1-hour quiz and problem period, and two 2-hour laboratory periods per week for two semesters.*

CHEMISTRY 201 QUALITATIVE ANALYSIS—*4 hours credit.* A study of the procedure and theory involved in separating and identifying the common cations and anions. Semimicro technique is used. Prerequisite: Chemistry 101, 102. *Two 1-hour lecture periods and two 3-hour laboratory periods per week.*

CHEMISTRY 202 QUANTITATIVE ANALYSIS—*4 hours credit.* An introduction to the basic theory and techniques of volumetric and gravimetric analysis. Prerequisite: Chemistry 101, 102. *Two 1-hour lecture periods and two 3-hour laboratory periods per week.*

CHEMISTRY 203, 204 ORGANIC—*4, 4 hours credit.* This course deals with the carbon compounds. It includes a study of their organization, preparation and typical reactions by means of class and laboratory activities. An introduction to the qualitative analysis of organic compounds is included. Prerequisite: Chemistry 101, 102. *Two 1-hour lecture periods and two 3-hour laboratory periods per week.*

CHEMISTRY 301 ADVANCED QUANTITATIVE ANALYSIS—*4 hours credit.* The theory and application of selected determinations with emphasis on those commonly used in industry. This course is an extension of Chemistry 202 in which attention is focused on additional analyses using volumetric and instrumental methods. Prerequisite: Chemistry 202. *Two 1-hour lecture periods and two 3-hour laboratory periods per week.*

CHEMISTRY 401, 402 PHYSICAL — *4, 4 hours credit.* A comprehensive study of the fundamental concepts of physical chemistry. Prerequisite: Mathematics 201, 202; Physics 101, 102; and Chemistry 202. *Three 1-hour lecture periods and one 3-hour laboratory period per week.*

CHEMISTRY 403 ORGANIC QUALITATIVE ANALYSIS — *4 hours credit.* A study of the procedure and theory involved in the systematic identification of organic compounds. Prerequisite: Chemistry 203 and 204. *One 2-hour lecture period and two 3-hour laboratory periods per week.*

CHEMISTRY 405 ORGANIC PREPARATIONS—*3 hours credit.* This course is organized to give experience with more advanced methods of preparing organic compounds. The student has the opportunity to become familiar with the more recently discovered reactions as well as to improve his skills and techniques in carrying out the traditional ones. Emphasis is placed on developing the ability to make use of research publications and to proceed independently. Prerequisite: Chemistry 203, 204. *Six hours of laboratory per week and conferences with the instructor.*

PHYSICS

PHYSICS 101, 102, GENERAL—*4, 4 hours credit.* This is an introductory course in physics including work in the areas of mechanics, sound, heat, light, magnetism, electricity and nuclear physics. Prerequisite: Mathematics 101 and 102 or equivalent. *Three 1-hour lecture periods and one 2-hour laboratory period per week.*

PHYSICS 301 MAGNETISM AND ELECTRICITY — *4 hours credit.* This is a study of magnetic poles, electric charges and their fields. The course also includes alternating and direct current, electricity and electronic circuits. Prerequisite: Physics 101, 102. *Three 1-hour lecture periods and one 2-hour laboratory period per week.*

PHYSICS 302 OPTICS — *4 hours credit.* This course includes the fundamentals of geometrical and physical optics. Prerequisite: Physics 101, 102. *Three 1-hour lecture periods and one 2-hour laboratory period per week.*

PHYSICS 303 MECHANICS I—*3 hours credit.* Theoretical studies of statics; particles and rigid bodies at equilibrium; centers of mass, weight, and gravity. Prerequisite: Physics 101, 102; Mathematics 201 and 202. *Three hours per week.*

PHYSICS 304 MECHANICS II—*3 hours credit.* Kinematics and dynamics; studies in translatory and rotational motion; relations between linear and angular quantities; moments of inertia; energy and momentum. Prerequisite: Physics 303. *Three hours per week.*

PHYSICS 305 MATHEMATICAL PHYSICS I—*3 hours credit.* A study of the mathematical techniques of theoretical and applied physics including boundary value problems, eigenvalues and eigenfunctions, and Fourier analysis. Laplace's equation with the resulting Bessel and Legendre equations are also included. Prerequisite: Physics 101, 102; Mathematics 201, 202. *Three hours per week.*

PHYSICS 306 MATHEMATICAL PHYSICS II — *3 hours credit.* A further study of the mathematical methods of physics with emphasis on the Laplace transform, Fourier transform, complex variable, Green's functions, vector and tensor analysis, matrices and variational methods. Prerequisite: Physics 305 or consent of instructor. *Three hours per week.*

SCIENCE

SCIENCE 201, 202 PHYSICAL*—*3, 3 hours credit.* These courses are designed to give a broad acquaintance with the various fields of the physical sciences. Materials for the first semester are selected primarily from the fields of physics and astronomy; the second semester is devoted to chemistry. Within these broad divisions of subjectmatter selected materials cut across boundaries of these fields in order to stress relationships and to provide a background for the appreciation of the cooperative nature of the scientific advances of today. *Two 1-hour lecture periods and one 2-hour laboratory period per week for two semesters.*

SCIENCE 304 SELECTED PRINCIPLES OF CHEMISTRY—*3 hours credit.* This course is intended primarily for students in the teacher education curriculum who wish to gain greater proficiency in science. It includes the application of chemistry to industrial processes, the development of natural resources, and the functioning of the human body. Prerequisite: Science 201, 202. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

SCIENCE 305 SELECTED PRINCIPLES OF PHYSICS—*3 hours credit.* Some of the principles included in Science 201, 202, as well as additional ones, are studied in greater detail. Emphasis is placed on electricity, light and

*Credit is not allowed for Science 201 and Physics 101, 102; or for Science 202 and Chemistry 101, 102.

sound. Prerequisite: Science 201, 202. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

SCIENCE 500 THE ROLE OF SCIENCE IN MODERN CIVILIZATION—*3 hours credit.* An historical consideration of the development of the scientific approach and a critical analysis of its continuing role in modern civilization. *Three hours per week.*

SCIENCE 503 ADVANCED PHYSICAL SCIENCE—*3 hours credit.* A study of selected basic concepts of physical science to broaden the student's understanding in the areas commonly encountered in elementary and general science teaching. Emphasis is placed upon the problem-solving approach through experimentation and other activities. Areas of study include radiation and atomic energy, astronomy and oceanography. Prerequisite: Science 201, 202 or equivalent. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

SCIENCE 504 ADVANCED PHYSICAL SCIENCE—*3 hours credit.* The objectives in and approach to this course are the same as those stated for Science 503. The concepts dealt with are selected from the areas of elementary physiological chemistry and the science and technology of utilizing natural resources and their substitutes. Prerequisite: Science 201, 202 or equivalent. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

Social Science

WILLIAM H. WROTEN, JR.
MILLARD G. LESCALLETTE
JUSTIN Y. SHEN
A. L. FLEMING
A. NAYLAND PAGE
PETER SELO
EUGENE D. FARACE
ROBERT OUDEMANS
SYLVIA S. BRADLEY
LEROY F. PHILLIPS

ANTHROPOLOGY

ANTHROPOLOGY 202 CULTURAL ANTHROPOLOGY—*3 hours credit.* Analysis of the social life and customs in preliterate societies; theories relating to culture, society, and personality with attention to historical processes and applications to modern life. *Three hours per week.*

ECONOMICS

ECONOMICS 201, 202, PRINCIPLES—*6 hours credit.* These courses present a general analysis of the economic system. The first course considers basic concepts and principles. The second is concerned mainly with modern

problems of the economic system. Prerequisite: Sophomore standing or consent of instructor. *Three hours per week for two semesters.*

ECONOMICS 300 ECONOMIC HISTORY OF THE UNITED STATES—*3 hours credit.* A study of the major developments in the American economy from the founding of the colonies to the present day. Particular emphasis is placed on the economic factors contributing to American industrial growth. Prerequisite: History 201, 202. *Three hours per week.*

ECONOMICS 301 MONEY AND BANKING—*3 hours credit.* A study of financial institutions, economic aspects of commercial banking, monetary economics, and banking or fiscal policy. Prerequisite: Economics 201. *Three hours per week.*

ECONOMICS 302 LABOR ECONOMICS—*3 hours credit.* The labor movement, its background and development. Current practices in industrial relations, collective bargaining, government and labor relations are considered. Prerequisite: Economics 201. *Three hours per week.*

ECONOMICS 401 ECONOMIC THOUGHT—*3 hours credit.* A survey of the main trends in economic thought and their relation to economic and social problems of today. Considerable attention is directed to selected readings from great economists. Prerequisite: Economics 201, 202. *Three hours per week.*

ECONOMICS 402 COMPARATIVE ECONOMIC SYSTEMS — *3 hours credit.* A study of contemporary economic systems. Capitalism, Socialism and Communism are compared as economic systems. Prerequisite: Economics 201. *Three hours per week.*

ECONOMICS 410 THE AMERICAN ECONOMY—*3 hours credit.* Analysis and structure of the American economy. Consideration of the factors affecting its growth and stability. (Not open to students having credit in Economics 201 or its equivalent.) *Three hours per week.*

GEOGRAPHY

GEOGRAPHY 201 ELEMENTS—*3 hours credit.* A systematic appraisal and survey of the physical elements of our environment including weather, climate, biotic associations, soils and landforms. Emphasis is placed on causation and interrelationships. *Three hours per week.*

GEOGRAPHY 202 ELEMENTS—*3 hours credit.* A regional appraisal of the interrelationship between earth and state with special attention given to a geographical interpretation of the international relationships between states. *Three hours per week.*

GEOGRAPHY 302 REGIONAL GEOGRAPHY OF ANGLO-AMERICA — *3 hours credit.* A regional study of the United States and Canada which treats the areal differentiation within the continent. The course emphasizes the interplay of the various cultural and physical features of the landscape. A

portion of this course gives special treatment to the geography of Maryland. *Three hours per week.*

GEOGRAPHY 304 REGIONAL GEOGRAPHY OF EUROPE—*3 hours credit.* A regional study of Europe including the U.S.S.R. Emphasis is placed upon the regional differentiation and complexity of the continent. Some special treatment is given to the present geopolitical problems of Europe. *Three hours per week.*

GEOGRAPHY 306 REGIONAL GEOGRAPHY OF THE FAR EAST — *3 hours credit.* A regional study of Asia, including China, Japan, India and Southeast Asia. Emphasis is given to the interplay of physical and cultural features in the landscape which result in the regional diversity of the continent. The problems of a changing Asia are stressed in terms of geography. *Three hours per week.*

GEOGRAPHY 308 REGIONAL GEOGRAPHY OF LATIN AMERICA — *3 hours credit.* A regional study of Latin America including the Caribbean. The interplay of physical and cultural elements and their reflection in the regional patterns is stressed. The interdependence of South America and North America is treated geographically. *Three hours per week.*

GEOGRAPHY 310 REGIONAL GEOGRAPHY OF AFRICA—*3 hours credit.* A regional study of Africa with emphasis on sub-Sahara Africa. The interplay of physical and cultural elements and their reflection in regional patterns is stressed. The role of colonialism and African nationalism is treated within the framework of the evolving national state. *Three hours per week.*

GEOGRAPHY 314 CARTOGRAPHY—*3 hours credit.* An introduction to maps and map reading. Attention is given to the techniques and problems involved in the compilation, design, and drawing of non-topographic maps. *One 1-hour lecture and two 2-hour laboratory periods per week.*

GEOGRAPHY 316 MAP READING AND INTERPRETATION — *3 hours credit.* Reading and interpreting the physical and cultural features represented on maps from both American and foreign sources. Consideration of the function and limitations of various types of maps. *Two 1-hour lecture periods and one 2-hour laboratory period per week.*

GEOGRAPHY 318 LOCAL FIELD COURSE—*4 hours credit.* This course is designed to familiarize the geography student with the basic field techniques of geography. Land use field studies and mapping of the rural and urban areas of Eastern Maryland are scheduled for Saturdays and Sundays. *Four hours per week.*

GEOGRAPHY 320 ADVANCED POLITICAL GEOGRAPHY—*3 hours credit.* A geographic analysis of the politically organized area on local, state, national and world levels. The internal structure and external relations of the national units and major power areas are stressed. *Three hours per week.*

GEOGRAPHY 330 AGRICULTURAL RESOURCES—*3 hours credit.* A geographical analysis of production and trade of agricultural commodities. Some attention is given to aspects of rural-farm population. *Three hours per week.*

GEOGRAPHY 331 INDUSTRIAL RESOURCES—*3 hours credit.* An analysis of the world distribution of industry. Attention is given to the principles of industrial location and to methods for measuring the distribution of industrial activity. *Three hours per week.*

GEOGRAPHY 400 GEOGRAPHY OF RUSSIA—*3 hours credit.* A general treatment of the gross physical and cultural patterns of the U.S.S.R. emphasizing interrelationships and a thorough treatment of those regions in rapid transition. Some attention is directed to the consideration of the geographical foundations of Soviet international relations. *Three hours per week.*

GEOGRAPHY 405 URBAN GEOGRAPHY — *3 hours credit.* A study of the growth, development, and function of cities as geographic units and their relationships to their hinterland. Some time is devoted to urban planning and urban land use mapping. Occasional field work is scheduled. *Three hours per week.*

GEOGRAPHY 410 PRINCIPLES OF METEOROLOGY—*3 hours credit.* An analysis of weather elements and their controls including the planetary circulation system, storms and associated phenomena, study and use of weather maps in forecasting. Prerequisite: Geography 201, or consent of instructor. *Four hours per week.*

GEOGRAPHY 411 PRINCIPLES OF GEOMORPHOLOGY—*3 hours credit.* This course deals with landform analysis. Treatment is given to the agents of erosion and deposition: water, wind and ice and to the internal forces which leave visible evidences on the earth's surface. The approach is genetic rather than descriptive and some emphasis is given to the reflection of landforms in man's cultural patterns. Prerequisite: Geography 201, or consent of instructor. *Four hours per week.*

GEOGRAPHY 412 REGIONAL GEOMORPHOLOGY—*3 hours credit.* A study of landforms on a regional basis. Special attention is directed to the geomorphology of Anglo-America. Prerequisite: Geography 411. *Three hours per week.*

GEOGRAPHY 413 PRINCIPLES OF CLIMATOLOGY — *3 hours credit.* An analysis of climatic elements and their control. Consideration is given to climatic classifications and the distribution of climatic types. Microclimatology is also considered. Prerequisite: Geography 201, or consent of instructor. *Four hours per week.*

GEOGRAPHY 414 GEOMORPHOLOGY PROSEMINAR—*3 hours credit.* An advanced study in selected geomorphic processes and landforms. Individual

student research and presentation of critical papers dealing with current problems in geomorphology. Prerequisite: Geography 411. *Three hours per week.*

GEOGRAPHY 415 SELECTED PROBLEMS—*3 hours credit.* This course is designed for the geography or other social science major who desires to do original research in the field of geography. The problems may be in the nature of library research, field research, or a combination of both. Selection of the problem is made by the student with the consent of the instructor. Prerequisite: Fifteen hours of Geography or consent of instructor. *Three hours per week.*

GEOGRAPHY 420 SENIOR THESIS—*3 hours credit.* Independent study and preparation of a thesis. The choice of subject requires approval of the adviser. Prerequisite: Eighteen hours in Geography and at least 3.25 scholastic average.

GEOGRAPHY 422 READINGS IN GEOGRAPHY—*3 hours credit.* Selected readings designed to permit study in depth of selected regions or systematic fields. Choice of topic requires approval of the adviser. Prerequisite: Fifteen hours in Geography or consent of instructor.

GEOGRAPHY 500 GEOGRAPHICAL INFLUENCES IN AMERICAN HISTORY — *3 hours credit.* A study of the geographical influences that have affected the historical growth and development of North America from Colonial times to the present. *Three hours per week.*

GEOGRAPHY 502 SEMINAR: ANGLO-AMERICA—*3 hours credit.* An analysis in depth of a few selected problems dealing with the physical and human geography of Anglo-America. A major seminar paper is required. Choice of topics with the consent of instructor. Prerequisite: Geography 302 or consent of instructor. *Three hours per week.*

GEOGRAPHY 504 SEMINAR: PHYSICAL GEOGRAPHY — *3 hours credit.* A seminar designed to acquaint the student with some current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Individual research and presentation of papers. Choice of topics with consent of instructor. Prerequisite: Geography 201 or consent of instructor. *Three hours per week.*

HISTORY

HISTORY 101, 102 WORLD CIVILIZATIONS — *6 hours credit.* A survey of major civilizations from prehistoric times to the present. The course entails a study of the economic, social, cultural, and political developments in various civilizations, with special emphasis on the Western World. The first semester concludes at about the year 1715; the second semester continues to the present. *Three hours per week for two semesters.*

HISTORY 201, 202 HISTORY OF THE UNITED STATES—*6 hours credit.* These courses offer a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy. *Three hours per week for two semesters.*

HISTORY 203 COLONIAL HISPANIC-AMERICAN HISTORY (1492-1810)—*3 hours credit.* A survey of the founding and development of the Spanish and Portuguese empires in America with special attention given to the conquest of native civilizations and to the political, economic, social, and intellectual institutions of the colonial period. *Three hours per week.*

HISTORY 204 HISTORY OF HISPANIC-AMERICAN NATIONS (1810 to the Present)—*3 hours credit.* A survey of the emancipation and development of the Spanish-American nations (and of Brazil) with special attention to the movements for national independence, political unification, economic developments, and social welfare. *Three hours per week.*

HISTORY 301 HISTORY OF MARYLAND—*3 hours credit.* A study of Maryland history and government from the colonial period to the present. The course deals with a survey of the Free State's history, with special stress placed on the leaders, institutions, and contributions made in Maryland and by Maryland to the nation. *Three hours per week.*

HISTORY 302 COLONIAL AND REVOLUTIONARY AMERICA (1607-1783) — *3 hours credit.* A detailed study of the roots and foundations of American Civilization. The beginnings and development of the Colonies along economic, political, social, cultural and religious lines are emphasized. Consideration of English policy and the Revolution are included. *Three hours per week.*

HISTORY 307 CIVIL WAR AND RECONSTRUCTION—*3 hours credit.* An intensive survey of the origins, development and outcome of the struggle between the North and South to the end of Reconstruction (1877). Emphasis is placed upon the clash of national and sectional interests, the economic and political as well as the military aspects of the conflict and the course and consequence of reconstruction. *Three hours per week.*

HISTORY 310 HISTORY OF ENGLAND AND GREATER BRITAIN — *3 hours credit.* A survey of England from Roman times to the present; consideration of the political, legal, social, economic and cultural institutions of England and the spread of England overseas. A study of the independent English speaking dominions, Australia, New Zealand, Canada and South Africa is included. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 320 ANCIENT HISTORY — *3 hours credit.* The social, economic, political and intellectual history of the Mediterranean world from the

earliest times to the decline of Rome and its contributions to the civilization of the West. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 321 HISTORY OF MEDIEVAL EUROPE—*3 hours credit.* Culture and institutions of eastern and western Europe from the Age of Constantine to the end of the Hundred Years War and the Fall of Constantinople to the Turks. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 322 RENAISSANCE TO REVOLUTION (1500-1815)—*3 hours credit.* Developments from the Age of Exploration through the French Revolution in eastern and western Europe. Emphasizes the development of early nationalism, royal absolutism, exploration and colonization, commercial capitalism, rise of the middle classes, wars of religion, and secular scientific thought. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 323 EUROPE IN THE NINETEENTH CENTURY—*3 hours credit.* An analysis of developments from the time of Napoleon to 1900. Emphasis is placed upon the impact of machine industry on the society of eastern and western Europe and the "colonial world" in the interlude between ages of world conflict. Reorganization of the European state system and origins of the great modern ideological conflicts are considered. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 330 PROSEMINAR IN HISTORY—*3 hours credit.* A survey of selected historians since the Eighteenth Century highlighting the nature and various interpretations of history. The student is introduced to problems encountered and procedures to be followed in preparing a research paper. (Required of history majors; may be taken by other students who have satisfactorily completed History 101, 102 and 201, 202.) *Three hours per week.*

HISTORY 332 NATIONAL HISTORY OF MEXICO—*3 hours credit.* The development of the Mexican nation with special attention to the War for Independence, Caudillo Government, Reform Movement, the dictatorship of Porfirio Diaz, and the Revolution of 1910. United States-Mexican diplomatic relations will be examined in some detail. *Three hours per week.*

HISTORY 333 THE ABC POWERS—*3 hours credit.* A study of the three major South-American powers, Argentina, Brazil, and Chile, with special emphasis on their constitutional development. Included in the course will be a close review of relationships between these nations and the United States. *Three hours per week.*

HISTORY 401 AMERICAN DIPLOMACY—*3 hours credit.* An historical study of the diplomatic negotiations and foreign relations of the United States from 1776 to the present. *Three hours per week.*

HISTORY 403 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES —*3 hours credit.* A history of American thought as reflected by her people and leaders. The development of American life from the Colonial Period

to the present with emphasis upon the intellectual, social, religious, and economic movements. *Three hours per week.*

HISTORY 405 THE UNITED STATES IN THE TWENTIETH CENTURY—*3 hours credit.* A study of the political, economic, intellectual and social history of the United States since 1900 with special emphasis on the problems resulting from America's emergence as a world power. *Three hours per week.*

HISTORY 407 THE WESTWARD MOVEMENT—*3 hours credit.* A study of the Westward Movement from the Atlantic to the Pacific — Trans-Alleghany West and the Trans-Mississippi West — with emphasis upon the development and influence of the frontiers in shaping American Civilization. *Three hours per week.*

HISTORY 410 LATIN AMERICA IN WORLD AFFAIRS—*3 hours credit.* A general but intensive study of the role of Latin-American nations in various aspects of modern civilization, intellectual, social, economic, diplomatic. Special emphasis on the Twentieth Century. Prerequisite: Permission of the instructor. *Three hours per week.*

HISTORY 420 RUSSIA AND HER FAR EASTERN EXPANSION—*3 hours credit.* The history and development of Russia from early medieval times to the present. An attempt will be made to understand the behavior of Russia today in terms of her ethnic, social, and geographic problems of yesterday. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 421 EUROPE IN THE TWENTIETH CENTURY WORLD — *3 hours credit.* Economic, social, intellectual, and political developments of the European peoples, viewed in the context of world wars, world depression, and world political ideologies. Traces the decline of European dominance and the rise of America and Asia in the world scene. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 425 HISTORY OF EASTERN ASIA—*3 hours credit.* A study of the cultural, economic, and political history of China, Korea, Japan, and adjacent regions. The early historical development of these areas will be traced but the primary emphasis will be on the period after 1600 when the impact of the West stimulated the emergence of new ideals and institutional structures. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 426 HISTORY OF SOUTHERN ASIA—*3 hours credit.* A study of the cultural, economic, and political history of the Indian subcontinent, essentially India, Pakistan, Indonesia and adjacent regions. The course involves a study of the evolution of Hinduism and Buddhism, the Islamic and British conquests together with their effects and the problems confronting these emerging nations. Prerequisite: History 101, 102. *Three hours per week.*

HISTORY 430 READINGS IN HISTORY—*3 hours credit.* A readings course in history for senior students who have achieved above average in at least eighteen hours of history courses. *Three hours per week.*

HISTORY 435 SENIOR THESIS—*3 hours credit per semester.* Individual research and preparation of a thesis by history majors. Topic to be approved by department chairman.

HISTORY 502 SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA — *3 hours credit.* A study of Colonial institutions and the American Revolutionary movement. Emphasis will be placed upon the study of specific topics through individual research projects. *Three hours per week.*

HISTORY 504 SEMINAR IN EUROPEAN HISTORY—*3 hours credit.* A seminar designed to aid the student in grasping the elements of European historiography and in developing the techniques of historical research. The period or topics to be studied will be selected by the instructor. *Three hours per week.*

HISTORY 505 SEMINAR: MARYLAND HISTORY—*3 hours credit.* A seminar designed to acquaint students, through readings and research projects, with some of the major problems and developments in the history of Maryland. *Three hours per week.*

POLITICAL SCIENCE

POLITICAL SCIENCE 201 GOVERNMENT OF THE UNITED STATES—*3 hours credit.* The history and structure of the federal government with special emphasis upon constitutional principles and rights, significant changes occurring through usage and interpretation, the operation and function of the major institutions, and the political response of the citizenry. *Three hours per week.*

POLITICAL SCIENCE 202 STATE AND LOCAL GOVERNMENT—*3 hours credit.* Organization and administration of government in the states, counties, and municipalities of the United States. Prerequisite: Political Science 201. *Three hours per week.*

POLITICAL SCIENCE 301 POLITICAL PARTIES AND PRESSURE GROUPS—*3 hours credit.* A study of the responsibility of the citizen both to the state and federal governments in American democracy. The course centers on the formation of opinion and the instruments by which it is translated into action. Special attention is given to the organization, functions and methods employed by parties and pressure groups, their parallel interests, and their relationship to the government, and their effectiveness as seen in electoral behavior. *Three hours per week.*

POLITICAL SCIENCE 310 COMPARATIVE GOVERNMENT—*3 hours credit.* A functional analysis of selected governments of Europe and Asia. Stress is placed upon those forces that have shaped these political institutions and a comparison is drawn with our own American system. Prerequisite: Political Science 201. *Three hours per week.*

POLITICAL SCIENCE 401 POLITICAL THEORY—*3 hours credit.* A survey of political thought based on the analysis of ideas of leading ancient, medieval and modern philosophers. Emphasis is placed upon the historical setting in which various theories arose, their impact upon political institutions and social changes and their contemporary significance. Prerequisite: Political Science 201 or equivalent. *Three hours per week.*

POLITICAL SCIENCE 410 INTERNATIONAL RELATIONS—*3 hours credit.* A study of the major factors underlying international relations, the methods of conducting foreign relations, the formation of foreign policies of the major powers, and the means of avoiding or alleviating international conflicts. Prerequisite: Political Science 201. *Three hours per week.*

POLITICAL SCIENCE 420 INTERNATIONAL ORGANIZATION—*3 hours credit.* A study of the bases of international organizations and the factors influencing their development, the functions and problems of international organizations in the context of the world situation, and the future of the world community. Prerequisite: Political Science 201. *Three hours per week.*

SOCIOLOGY

SOCIOLOGY 102 AMERICAN LIFE*—*3 hours credit.* A general analysis of the social structure, the large and small urban and the rural communities; the composition and distribution of population; and the social institutions and organizations. *Three hours per week.*

SOCIOLOGY 203 SOCIAL INSTITUTIONS—*3 hours credit.* A study and analysis of the basic social institutions in the structure of American society. The family, religion, economy, education, and the state are considered. *Three hours per week.*

SOCIOLOGY 302 THE FAMILY—*3 hours credit.* An historical development of the family as a primary social institution. Unique characteristics of the American family in relation to government, law, religion, and economy are studied. Problems of the family in modern industrial societies are considered. *Three hours per week.*

SOCIOLOGY 305 CRIME AND DELINQUENCY — *3 hours credit.* A study of crime as a type of social behavior. Its causal factors and theories of punishment and prevention are considered. *Three hours per week.*

*Sociology 102 is prerequisite for Sociology courses at the 200 level and above.

SOCIOLOGY 307 URBAN SOCIOLOGY — *3 hours credit.* The rise of the city and the trend toward urban living. Problems of group living and the peculiar needs of urban life are analyzed. *Three hours per week.*

SOCIOLOGY 402 HISTORY OF SOCIAL THOUGHT—*3 hours credit.* An historical treatment of social theory from ancient times to the present. Considerable emphasis is placed upon social theories of the eighteenth and nineteenth centuries and their influence upon the development of current social thought. (Consent of instructor required.) *Three hours per week.*

SOCIAL SCIENCE 500 MAJOR FORCES IN WORLD CIVILIZATIONS — *3 hours credit.* Consideration of such major forces as religion, race, socialism, capitalism, communism, nationalism, imperialism, and world order on the development of world civilizations. *Three hours per week.*

Graduate Program

PURPOSE

The graduate program in Education at Salisbury State College is established to assist interested and qualified teachers in improving their competencies as classroom teachers in the elementary and secondary schools. The program is designed to meet the needs of teachers qualified to earn the Master of Education degree and of those who wish to attain advanced certification requirements.

OBJECTIVES

1. To extend the teacher's professional ability through a knowledge of the newest findings and developments in learning and teaching.
2. To enable teachers to become more broadly educated; to attain greater mastery of their special field of interest; and to improve their skill in pursuing independent study.
3. To aid teachers in understanding the role of education in an increasingly complex and changing world.

ADMISSION

1. To be eligible for admission to the graduate program the applicant must hold a bachelor's degree from an accredited institution. Admission to the graduate program does not imply admission to candidacy for the degree.
2. To be admitted to candidacy for the Master of Education degree the applicant must:
   a) hold a bachelor's degree from an accredited institution;
   b) have an undergraduate quality-point index of 3.0, B or higher. (If the applicant fails to meet this requirement, he may request consideration by the graduate council after he has met requirement (c) below.)
   c) have earned a grade of B or higher in the first 12 hours of graduate courses completed at Salisbury State College.
   d) have had at least two years of successful teaching experience.

REQUIREMENTS FOR THE DEGREE

1. Completion of an approved program including at least 30 semester hours with an average of B or higher, and with no grade lower than C.

2. The approved program should be distributed in hours as follows:

   a) Professional Education (9 hours):
   EDUCATION 500 HISTORICAL AND SOCIAL FOUNDATIONS
   EDUCATION 502 INTRODUCTION TO RESEARCH
   EDUCATION 510 SEMINAR: RECENT ISSUES IN EDUCATION

   b) General Education (6 hours to be selected from two fields other than the one in which the candidate is taking his major electives):
   ENGLISH 508 CONTEMPORARY LITERATURE
   SCIENCE 500 THE ROLE OF SCIENCE IN MODERN CIVILIZATION
   SOCIAL SCIENCE 500 MAJOR FORCES IN WORLD CIVILIZATIONS

   c) The remaining 15 hours must be taken in one or more of the departments other than education with approval by the candidate's adviser in accordance with the candidate's background and teaching experience. Not more than 3 elective hours may be taken in professional education, and at least nine hours must be taken in one of the following fields: English, geography, history, mathematics, psychology, or science.

3. A required research project approved by the candidate's adviser and the graduate council must be satisfactorily completed.

4. Satisfactory demonstration of the candidate's proficiency in professional education and in the area of teaching interest is required in a written examination.

TRANSFER OF CREDIT

A maximum of six semester hours of graduate level work may be transferred from other accredited institutions, provided it is directly related to the planned program approved by the graduate council. Transfer credit may not be earned by correspondence or extension.

TIME LIMITATION

All work credited toward the Master of Education degree must be completed within a seven-year period.

PROCEDURES

1. For admission to the Graduate Program the applicant

   a) obtains, completes and returns to the Office of Admissions (Graduate Division) an application form.

   b) requests the registrar of each college previously attended to send a transcript to the Graduate Office of Admissions.

   c) awaits response from the Admissions Office.

2. For admission to candidacy for the Master of Education degree the applicant will follow these additional procedures:

   a) take the Graduate Record Examination on its first scheduled administration following admission to graduate courses.

   b) make application to Dean of the College after completion of twelve semester hours of graduate courses. When admitted to candidacy the student is assignd an adviser in his major field of interest.

   c) present at the time of application for admission to candidacy: (1) a tentative degree program and (2) the title and brief outline of applicant's required research project approved by the adviser.

   d) if approved, the candidate may be assigned to a second adviser.

   e) by March 1 of the year in which the degree is anticipated the research project must be submitted to the two advisers.

   f) by April 1 of the year in which the degree is anticipated the candidate must have satisfactorily passed the written examination.

   g) by May 1 the candidate must have passed the oral examination on the required research project as administered by three members of the graduate council designated by the Dean of the College. A copy of the project with the signatures of the two advisers must also be filed with the Dean of the College by this date.

GRADUATE COURSES

All courses at the 500 level are graduate courses. Certain designated 400 level courses may be taken for graduate credit. Graduate students pursuing 400 level courses will be required to do graduate level work in these courses. For course descriptions see pages 68-105.

REQUIRED COURSES

EDUCATION 500 HISTORICAL AND SOCIAL FOUNDATIONS
EDUCATION 502 INTRODUCTION TO RESEARCH
EDUCATION 510 SEMINAR: RECENT ISSUES IN EDUCATION

GENERAL EDUCATION COURSES

ENGLISH 508 CONTEMPORARY LITERATURE
SOCIAL SCIENCE 500 MAJOR FORCES IN WORLD CIVILIZATIONS
SCIENCE 500 THE ROLE OF SCIENCE IN MODERN CIVILIZATION

ELECTIVE COURSES

BIOLOGY 501 MODERN CONCEPTS IN BIOLOGY
BIOLOGY 502 BIOLOGY AND ENVIRONMENT
ECONOMICS 401 ECONOMIC THOUGHT
ECONOMICS 402 COMPARATIVE ECONOMIC SYSTEMS
ECONOMICS 410 THE AMERICAN ECONOMY
EDUCATION 405 THE LAW AND PUBLIC EDUCATION
EDUCATION 406 PHILOSOPHY OF EDUCATION
EDUCATION 413 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
EDUCATION 416 TEACHING READING IN THE ELEMENTARY SCHOOL
EDUCATION 417 TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL
EDUCATION 420 FOUNDATIONS OF READING INSTRUCTION
EDUCATION 421 THE TEACHING OF READING VOCABULARY
EDUCATION 425 THE LANGUAGE-CENTERED ENGLISH CURRICULUM
EDUCATION 427 READING DISABILITIES
EDUCATION 432 MEASUREMENT AND EVALUATION
EDUCATION 506 SEMINAR IN THE TEACHING OF MATHEMATICS
EDUCATION 508 SEMINAR: RESEARCH IN HUMAN DEVELOPMENT
EDUCATION 512 PROBLEMS OF TEACHING SOCIAL STUDIES
EDUCATION 513 SEMINAR IN THE TEACHING OF SCIENCE
EDUCATION 514 SEMINAR: CURRICULUM CONSTRUCTION
ENGLISH 401 ENGLISH DRAMA
ENGLISH 402 MODERN DRAMA
ENGLISH 405 SHAKESPEARE
ENGLISH 406 THE AMERICAN NOVEL
ENGLISH 407 THE MODERN NOVEL
ENGLISH 408 MODERN POETRY
ENGLISH 409 LITERARY CRITICISM
ENGLISH 412 RECENT DEVELOPMENTS IN THE STUDY OF THE ENGLISH LANGUAGE
ENGLISH 500 SEMINAR: MAJOR AMERICAN WRITERS OF THE NINETEENTH CENTURY
ENGLISH 501 SEMINAR: MAJOR AMERICAN WRITERS OF THE TWENTIETH CENTURY
ENGLISH 506 SEMINAR: ELIZABETHAN AND JACOBEAN DRAMA
GEOGRAPHY 400 GEOGRAPHY OF RUSSIA
GEOGRAPHY 411 PRINCIPLES OF GEOMORPHOLOGY
GEOGRAPHY 413 PRINCIPLES OF CLIMATOLOGY
GEOGRAPHY 415 SELECTED PROBLEMS
GEOGRAPHY 500 GEOGRAPHICAL INFLUENCES IN AMERICAN HISTORY
GEOGRAPHY 502 SEMINAR: ANGLO-AMERICA
GEOGRAPHY 504 SEMINAR: PHYSICAL GEOGRAPHY
HISTORY 401 AMERICAN DIPLOMACY
HISTORY 403 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES
HISTORY 405 THE UNITED STATES IN THE TWENTIETH CENTURY

HISTORY 407 THE WESTWARD MOVEMENT
HISTORY 410 LATIN AMERICA IN WORLD AFFAIRS
HISTORY 420 RUSSIA AND HER FAR EASTERN EXPANSION
HISTORY 421 EUROPE IN THE TWENTIETH CENTURY WORLD
HISTORY 425 HISTORY OF EASTERN ASIA
HISTORY 426 HISTORY OF SOUTHERN ASIA
HISTORY 502 SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA
HISTORY 504 SEMINAR: EUROPEAN HISTORY
HISTORY 505 SEMINAR: MARYLAND HISTORY
MATHEMATICS 405 FOUNDATIONS OF NUMBER THEORY
MATHEMATICS 501 FOUNDATIONS OF ALGEBRA
MATHEMATICS 502 FOUNDATIONS OF GEOMETRY
MUSIC 404 MUSIC FOR THE THEATRE
MUSIC 405 MUSIC OF THE BAROQUE PERIOD
MUSIC 406 MUSIC OF THE CLASSICAL PERIOD
MUSIC 408 MODERN
MUSIC 416 AMERICAN
MUSIC 500 TWENTIETH CENTURY MUSIC
POLITICAL SCIENCE 401 POLITICAL THEORY
POLITICAL SCIENCE 410 INTERNATIONAL RELATIONS
POLITICAL SCIENCE 420 INTERNATIONAL ORGANIZATION
PSYCHOLOGY 401 THE EXCEPTIONAL CHILD
PSYCHOLOGY 402 PSYCHOPATHOLOGY IN CHILDREN AND YOUTH
PSYCHOLOGY 404 MENTAL HYGIENE
PSYCHOLOGY 405 ABNORMAL PSYCHOLOGY
PSYCHOLOGY 406 DYNAMICS OF HUMAN MOTIVATION
PSYCHOLOGY 500 SEMINAR: THE MENTALLY RETARDED CHILD
PSYCHOLOGY 502 INTELLIGENCE TESTING
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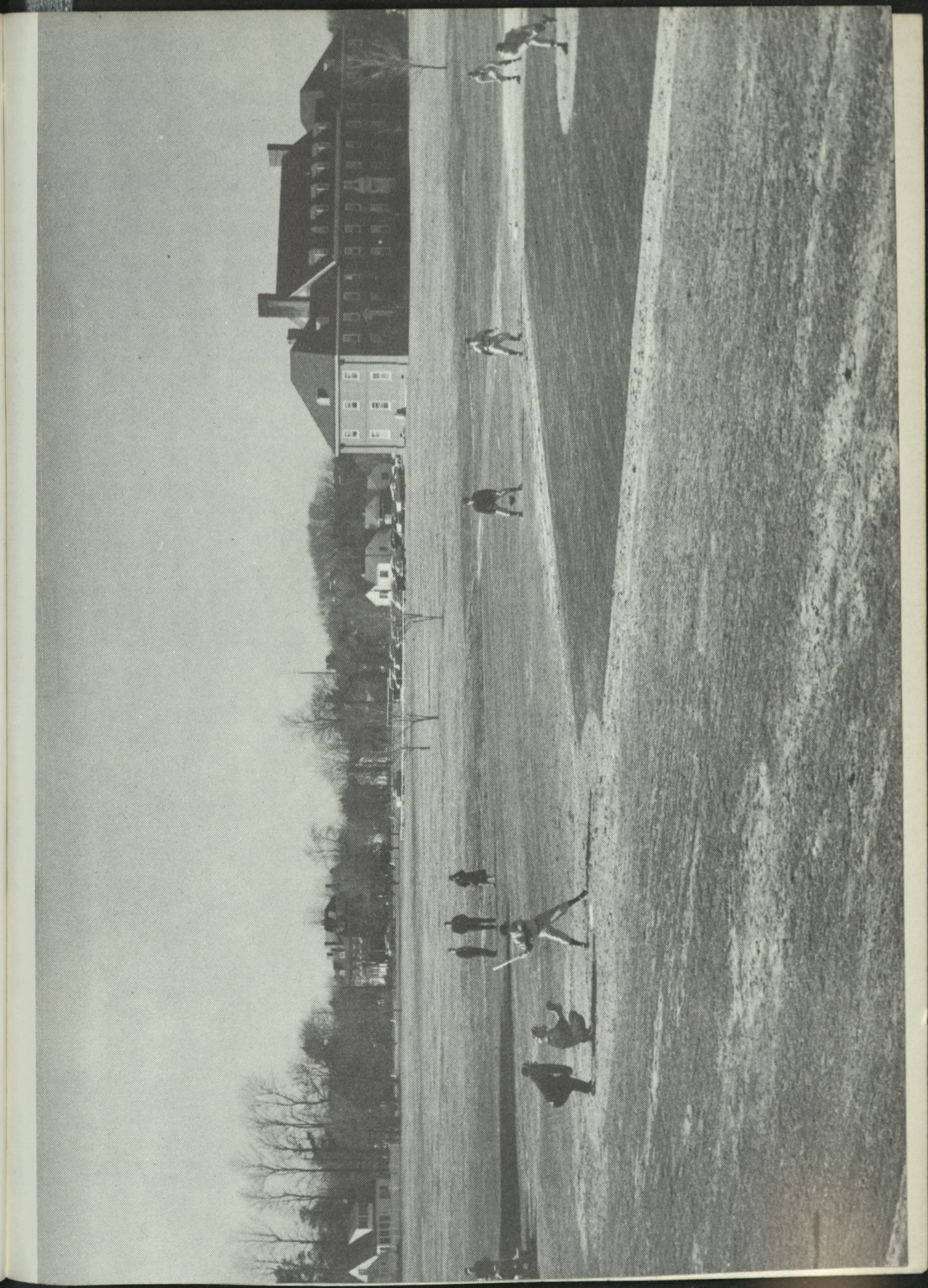

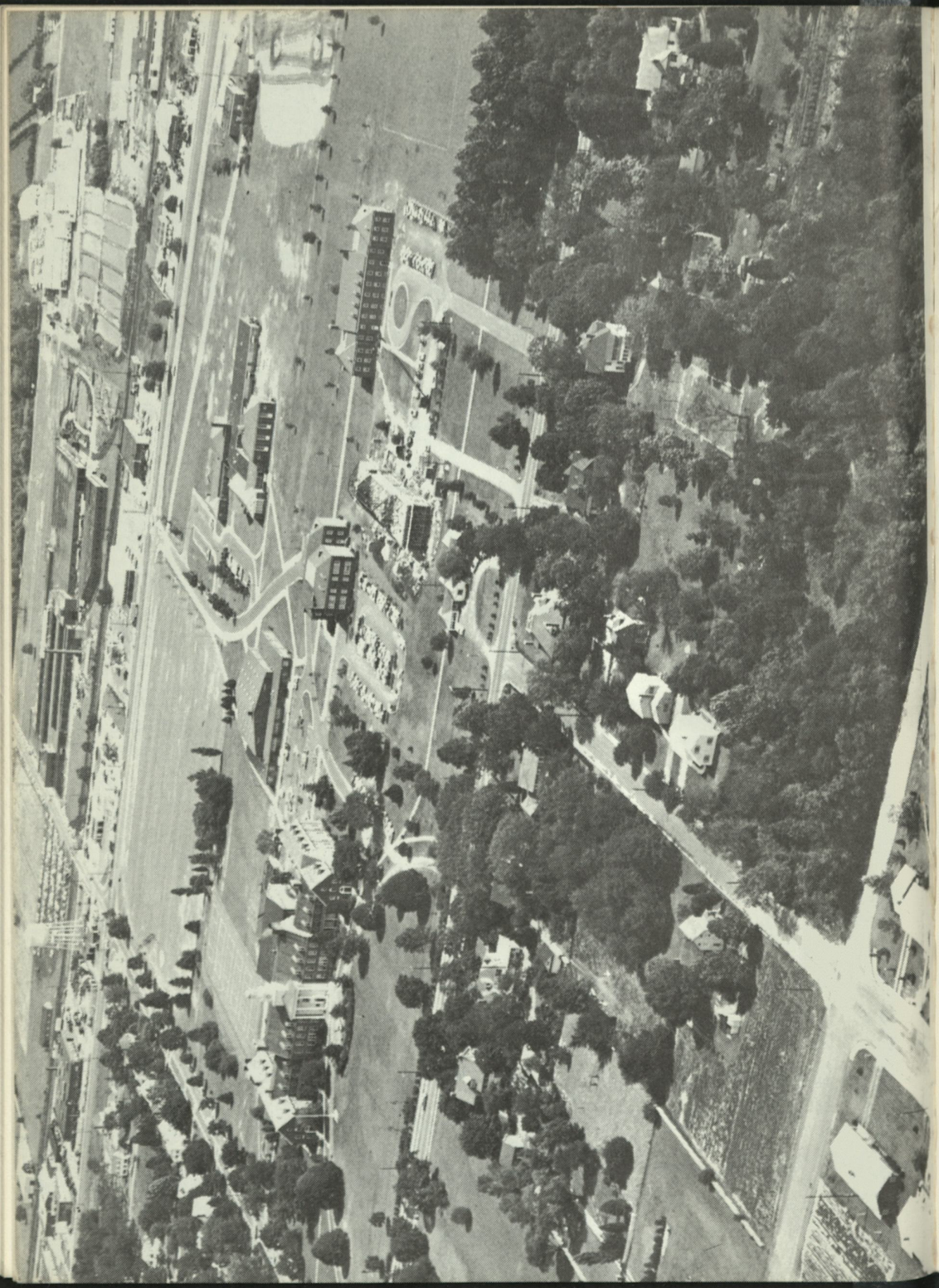

Alumni Association

The Alumni Association of the College endeavors to maintain and strengthen communications between the College and the alumni; to continue the bond of fellowship among Alumni members; and to aid the College in the fulfillment of its objectives.

The officers for the Association 1966-1968 are president, Carol Knapp Wilkins (Mrs. Frederick), '58, 807 Gettysburg Avenue, Salisbury; vice-president, Philip W. Slacum, '56, 308 Beckford Avenue, Princess Anne; corresponding secretary, Flora Johnson Towers (Mrs. Thomas A.), '63, 434 Pennsylvania Avenue, Salisbury; recording secretary, Gary D. Lobdell, '63, Linda Drive, Fruitland; treasurer, J. Herman Williams, Jr., '58, 121 Coulbourn Drive, Salisbury; faculty advisors, Mr. James F. Glenn and Mr. George P. Volenik.

Correspondence

The mailing address: Salisbury State College
Salisbury, Maryland 21801

The telephone number: Area Code 301 749-7191

Specific correspondence should be addressed as follows:

Admission and Transcript of Record	Director of Admissions and Registrar
Business Matters	Business Manager
General Matters	President
Summer School	Dean of the College
Graduate School	Dean of the College

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